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ABSTRACT

This document presents the final report with two attachments: a teacher training guide; and the curriculum guide for the Job Club Project, a job search curriculum for non-college bound high school students with and without learning disabilities. The study used a post-test, control group design with a total of 162 students (90 in the experimental group, of which 43 were learning disabled). The study found that substantial increases in job-seeking skills were associated with participation in the job club curriculum. Students with learning disabilities profited more from the job club training than did nondisabled students. However, participation had no significant effect on work status outcomes for either male or female students with or without learning disabilities. Also, gender differences were evident in part-time versus full-time work status. Appendices document the teacher training workshop and the student interview protocol and include a paper on the project. The teacher training manual describes the project and curriculum; identifies unit goals and activities; and details tasks involved in program implementation, evaluation, and follow up. The curriculum guide provides specific instructional guidance for the 11 units covering: introduction, self assessment, data books and application forms, the mini-resume, the resume, job leads, telephone contacts, interviews, letter writing, the structured job search, and course wrap-up. Appendixes provide forms and a bibliography of 50 items. (DB)

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Introduction

Parents, educators, and researchers are currently engaged in a debate over the role that schools should play in teaching skills related to employment and community life to students with disabilities. This debate is similar to the historical discussion of vocational versus traditional academic education that has been ongoing since the beginning of the twentieth century (Grubb & Lazerson, 1982). In the context of our nation's social and economic climate, the current dialogue continues to focus on the role of secondary education in preparing youth for work (Grubb & Lazerson, 1982), and on the educational and employment outcomes of high school programs for youth with handicaps (Bellamy, 1985; Will, 1984; Halpern, 1985). Recent research has identified strategies which are related to positive employment outcomes for youth with handicaps, including on-the-job training, vocational education, paid work experience and utilizing self, family, friend networks to locate jobs (Hasazi, Gordon & Roe, 1985).

Of particular concern, both in Vermont and the nation, is the low level of employment experienced by students with handicaps once they leave public education (Edgar, 1987; Hasazi, Gordon & Roe, 1985; Wehman, Kregel, & Zoller, 1984; Mithaug & Horiuchi & Fanning, 1985; Zigmond & Thornton, 1985). The literature is replete with qualitative and quantitative research which describes these former students as discouraged, disenfranchised, and without hope. In fact, the United States Commission on Civil Rights (1983) reported that between 50% and 80% of persons with disabilities are unemployed or underemployed.

Passmore and Wircenski (1981) noted that the transition of youth from school to work is one of the most troublesome aspects of adolescence, and the result has generally been high rates of unemployment among youth when compared to older workers. But the rates have been even higher for handicapped, disadvantaged and dropout-prone youth, leading many groups (Carnegie Council on

Policy Studies, 1980; Committee on Economic Development, 1985; National Joint Committee on Learning Disabilities, 1985) to focus their attention on the critical national issue of unemployment among youth with handicaps.

Follow-up studies examining the employment experiences of former students with mild to moderate handicaps have been somewhat limited in number and scope (Horn, O'Donnell, & Vitulano, 1983; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985); however, two recent statewide studies examined the employment status of individuals with mild handicaps, including those with learning disabilities (Mithaug, Horiuchi, & Fanning, 1985; Hasazi, Gordon, & Roe, 1985). While neither of these studies included control groups of students without handicaps in their design, their results showed common trends which need to be considered in designing programs and practices aimed at improving employment outcomes for adolescents with handicaps. For example, Mithaug et al. reported that about two-thirds of their sample were working, but most were earning minimum wage or less, and a majority were employed in part-time jobs. Similarly, Hasazi et al. reported that first-year follow-up data on four successive cohorts of students with mild disabilities, showed employment rates that ranged from 44% to 57%. Of those who were employed, about one-third were working part-time. Another common element in both studies related to the way in which former students found their jobs. A large majority in both studies secured their work through a self/family/friend network.

Learning Disabilities Research

Students labeled learning disabled are likely to encounter challenges in seeking employment following exit from high school. Recent research on adolescents with learning disabilities clearly suggests that a successful transition to post-high school options may be highly problematic, especially for those who are not college bound (Zigmond & Thornton, 1985). These students may expect higher initial rates of unemployment (Hasazi, Gordon, and Roe, 1985) and a greater need for vocational and rehabilitative services than their non-handicapped peers (Fafard & Haubrich, 1981; Polloway, Smith, & Patton, 1984).

Researchers and advocates concerned with the post-school status of youth with learning disabilities have begun to identify specific issues which may present challenges for these students as they engage in the transition from school to adult life. Just as the learning difficulties of students with learning disabilities vary widely (Deshler, Schumaker, & Lenz, 1984), and appear to intensify as these students move beyond the 6th or 7th grades (Deshler, Lowrey, & Alley, 1979), it is likely that problems with the transition to successful employment are caused by a wide range of deficits (Clark, 1980).

For example, students with learning disabilities frequently exhibit skill deficits in precisely those skills that are most often needed for a successful post-secondary transition, such as basic academics (Deshler, Schumaker, Alley, Warner, & Clark, 1982), effective decision-making (Warner, Schumaker, Alley, & Deshler, (1982); social skills (Zigmond & Brownlee, 1980; Fafard & Haubrich, 1981; Polloway et al., 1984; Kendall, 1981) and, more specifically, job-related social skills (Whang, Fawcett, & Mathews, 1984). Mathews et al. (1984) showed that students with learning disabilities performed significantly worse than did students without learning disabilities on an assessment of social skills related to job success: interviewing, accepting criticism, providing constructive criticism, and explaining a problem to a supervisor. Similarly, White, Schumaker, Warner, Alley, & Deshler (1980) found that youth with learning disabilities were less satisfied with their social interactions after leaving school, were less adaptable in their work settings, experienced less job satisfaction, and were more frequently employed in low-status occupations than youth without learning disabilities.

Job Search Research

One response to the challenges associated with improving post-school employment options for youth with learning disabilities is to teach specific job search strategies as part of a high school curriculum. The notion of systematically training unemployed individuals in the skills necessary to acquire jobs has intermittently appeared in the employment training and rehabilitation literature for many years (Kelly, 1977; Ugland, 1977; Pumo, Sehl, & Cogan, 1966; Keil & Barbee, 1973; Kniepp, Vandergroot, & Lawrence, 1980).

Unfortunately, the literature examining the effectiveness of job seeking programs for students and adults with handicaps is extremely limited. Much of the research that has been conducted on job search programs has focused on the vocational and social skills necessary for youth with disabilities to maintain employment. Research on the skills necessary to find employment has been largely confined to the development and dissemination of curricula, without the benefit of empirical tests of their effectiveness.

An important exception to this absence of research orientation has been the series of studies conducted by Azrin and his colleagues (Azrin, Flores, & Kaplan, 1975; Azrin & Philip, 1979; Azrin, Philip, Thienes-Honfos, & Besalel, 1980) using a Job Club curriculum. The general characteristics of this curriculum include peer-support, small-group activities, data-based management and intensive instruction and practice. It focuses on treating job-hunting as a full-time job, emphasizes using family and friends as much as possible, and stresses close supervision of the job-hunting process by trained counselors. The research conducted by Azrin and his colleagues (1979) demonstrated that participation in Job Club programs was related to success in locating employment; however, none of these studies have focused directly on youth, nor were adults with learning disabilities included in the sample.

Finally, with the exception of the Mithaug et al. (1985) and Hasazi et al. (1985) follow-up studies, there are few studies that have collected follow-up data to determine what specific factors associated with the secondary school curriculum have influenced the employment outcomes of youth labeled handicapped both during school and after exiting. In order for researchers to provide more useful knowledge that can clearly inform practice, additional program experimentation, evaluation, and longitudinal studies are needed to examine the effects of job seeking interventions.

Current Study

The present study was designed to systematically investigate the effectiveness of a job search curriculum for students with learning disabilities. The results of research conducted by Azrin et al. (1979) and Hasazi et al. (1985) related to the effectiveness of utilizing family/friend networks to locate jobs suggested that the curriculum for teaching job seeking skills should be based on the Job Club model. Specifically, the goals of this three-year research project were to 1) develop a job-seeking skills curriculum (hereafter referred to as the Adapted Job Club Curriculum, AJCC); 2) deliver the curriculum to integrated classes of secondary level, non-college bound students with and without learning disabilities; 3) compare its effects with the job acquisition experiences of comparable groups of students with and without learning disabilities who did not receive the curriculum; and 4) train a group of teachers in the most effective elements of the curriculum, and conduct a follow up survey with a sample of their trainees (see attached description of training course for teachers in Appendix A).

Three research questions formed the basis of inquiry for the study:

1) To what extent does participation in a Job Club curriculum affect the acquisition of knowledge related to job seeking skills?

2) To what extent does participation in a Job Club curriculum influence work status for in-school and out-of-school male and female students with and without learning disabilities?

3) What is the effect of participation in a Job Club curriculum on wages, the overall percentage of days employed and the elapsed time before employment for male and female students with and without learning disabilities?

Summary

In summary, it appears that the need for job search education with adolescents with mild handicaps has been clearly documented and has resulted in the development of several curricula designed for these individuals (Kimeldorf & Tornow, 1984; Matthews et al. 1984). To date, however, no research results have been reported documenting their effect with any individuals with handicaps, much less students with learning disabilities. An empirically tested curriculum such as the Adapted Job Club Curriculum carries with it tremendous potential in assisting students with learning disabilities in the difficult prospect of finding either part-time, summer, or full-time work. Additionally, a study of this nature may provide educational decision-makers with increased knowledge regarding ways to utilize a job search program as an integral component of their school curriculum.

Method

Design

The study used a post-test, control group design (Campbell & Stanley, 1963). The subjects for the study were randomly assigned to experimental and control groups. Each of these groups was comprised of equal numbers of students with learning disabilities and students without learning disabilities. Students in the experimental group received instruction in an

Adapted Job Club Curriculum and participated in a longitudinal follow-up study, while students in the control group participated in the follow-up study only.

Population and Sample

The sample in this study was comprised of 192 students from eleven Vermont schools. The participating school districts were selected based on three main considerations: 1) support from school district administrators, 2) assurance that local determinations of students with the label "Specific Learning Disabilities" were made in accordance with state eligibility standards for this category, and 3) evidence of adequate populations of students with and without learning disabilities from which to draw random samples of students.

All subjects were volunteers from a population of referrals provided by regular and special education teachers, guidance counselors, and the special education administrator in each of the participating schools. A random sampling procedure was used to assign students to the experimental or control groups. Following this, the students and their parents (if the student was under age 18) were contacted to assess their interest in participating in the project. Interviews were then conducted with the students and family members who had expressed interest in the project. During the interview, students were given a brief description of the project and were screened for eligibility. Eligible students met the following criteria:

a) at least 16 years of age;
b) unemployed;
c) not planning to go to college;
d) willing to participate in the study; and
e) able to obtain written parent permission (if under age 18) or permission from the student.

Additionally, students considered for the experimental group needed to be available to participate in the Job Club class during the scheduled class time.

Student selection procedures at the three sites resulted in a sample of 192 students. Data on 162 subjects were obtained from the follow-up telephone interviews. Data on the remaining 30 subjects were not available for a variety of reasons, including the inability to locate some of the subjects, and the decision of some subjects not to continue to participate in the study.

Figure 1 provides demographic information on the 162 subjects for whom data were available through the follow-up study, including: 1) numbers of students in the experimental and control groups, 2) numbers of students with and without learning disabilities in the experimental and control groups, 3) numbers of males and females in the study, and 4) numbers of students in school (students enrolled in school and/or planning to return to school) and out-of-school (students who have graduated or left school and are not planning to return to high school). As Figure 1 shows, each of the categories is fairly evenly divided. The one exception to this was gender by disability status, where the numbers of learning disabled girls are low. This imbalance may be explained by the fact that Vermont's population of students with learning disabilities is made up of many more boys than girls; despite attempts to oversample for girls, initial subject pools of learning disabled girls were so low that it was impossible to draw a sample in which learning disabled boys and girls were equally represented.

Location and Setting

The eleven participating schools varied widely in demographic characteristics, and included nine comprehensive high schools and two area vocational centers. Student populations within each of these schools ranged from around 400 students to over 1100 students. Schools were located in geographic areas classified as "rural" (schools districts in which no participating towns had a population greater than 2500), "urban"

Figure 1

Description of Sample

	Total Subjects	Disability Status (LD/NLD)	Gender	Ed. Status (In-School/ Out-of-School)	Gender by Disability Status	Ed. Status by Disability Status
Experimental Group	90	LD = 43	Boys = 50	In-school = 52	LD Boys = 31 Girls = 12	LD In-school = 28 Out-of-school = 15
		NLD = 47	Girls = 40	Out-of-school = 38	NLD Boys = 19 Girls = 28	NLD In-school = 24 Out-of-school = 23
Control Group	72	LD = 36	Boys = 46	In-school = 31	LD Boys = 29 Girls = 7	LD In-school = 20 Out-of-school = 16
		NLD = 36	Girls = 26	Out-of-school = 41	NLD Boys = 17 Girls = 19	NLD In-school = 11 Out-of-school = 25

(schools districts in which one or more participating towns had a population greater than 2500), or "metropolitan" (schools districts in population centers of standard metropolitan statistical areas). The definitions of rural, urban, and metropolitan were obtained from standard U.S. Census definitions (Bureau of the Census, 1981). Based on these definitions, one of the eleven participating districts was classified as rural, nine were urban, and one was metropolitan.

Instruction in the Adapted Job Club Curriculum was provided in a variety of classroom settings. Two basic approaches were used to implement the curriculum. In the first, the Adapted Job Club Curriculum constituted a separate six-week class. Students labeled learning disabled took the Adapted Job Club class in place of resource room instruction, while students not labeled learning disabled attended classes in place of regularly scheduled study halls or non-categorical academic support programs. The second approach was to offer the Adapted Job Club Curriculum as a six-week unit in an established class. Schools opting for the second approach included the curriculum as part of English classes which were comprised of students with and without learning disabilities.

Intervention

The Adapted Job Club Curriculum was developed after careful review of Azrin and Besalel's Job Club Counselor's Manual (1980) and other job seeking curricula (Farr, Gaither, & Pickrell, 1983; Kimeldorf & Tornow, 1984; Mathews, Whang, & Fawcett, 1984; Veatch, 1982). Azrin's model was organized around full-day, two-week intensive training sessions which were held in an office or other non-school setting.

In order to adapt Azrin's model to a secondary level setting and schedule, the format was changed to a six-week course which met four or five days per week for one class period. The content of the Adapted Job Club Curriculum is similar to the Job Club

Counselor's Manual, but is geared to the interests and reading level of high school students. The curriculum provides teachers with detailed daily lesson plans as well as materials which are appropriate for students with learning disabilities. It is divided into eleven units, each of which contains a unit goal, enabling objectives, prerequisite skills, notes to the teacher, timelines, daily activities, vocabulary words, and student handouts and worksheets. Pre- and post-tests are included to measure the effectiveness of the curriculum in increasing student knowledge of job seeking, and data management procedures are provided so that both students and teachers may record individual and class progress through the course objectives and the job seeking process.

In keeping with the original Job Club model, the Adapted Job Club Curriculum is characterized by several key elements. Students are encouraged to use a self/family/friends network to identify job leads rather than focusing predominately upon classified ads. All facilities such as telephones, typewriters or typing services, photocopying, stationery, postage, and newspapers are provided in class. A small group or club delivery method is used to provide peer support and encouragement among job seekers. The teaching method used in curriculum delivery emphasizes clear presentation of objectives and activities, a directive manner, and adherence to standardized procedures. The teacher's role is a supportive one, characterized by the use positive reinforcement and encouragement. New concepts are presented in small steps to students and rehearsed in highly structured practice sessions. Throughout the curriculum, both teachers and students are encouraged to focus on employment as the final and most important outcome of the course.

Figure 2 depicts an outline of the eleven unit goals contained in the Adapted Job Club Curriculum.

Figure 2
OUTLINE OF UNIT GOALS

PROGRAM GOAL: To enable students to obtain employment through application of systematic job-seeking strategies

UNIT GOALS:

UNIT I: Introduction

The student will become acquainted with the Job Club program by participating in an intake interview with the teacher, by attending a lecture which describes general program goals and format, and completing a pre-assessment measure designed to test the student's current level of understanding and performance in job-seeking skills.

UNIT II: Self-Assessment

The student will assess job-related skills by identifying 3 personal interests, 3 personal strengths, 3 educational or vocational skills, 3 work-related values, and 3 occupational choices.

UNIT III: Data Books and Application Forms

The student will compile personal, educational and work-related information in a Data Book and will independently transfer this information on to a real application form, with 90-100% of the blanks on the form filled out neatly, legibly and completely.

UNIT IV: The Mini-Resume

The student will use information gathered in Units I - III to complete a "mini-resume" that is accurate and legible.

UNIT V: Job Leads

The stuent will name (orally or in writing) at least 4 sources for job leads (e.g.: family and friends, the yellow pages, classified ads, and local employment agencies) and will begin a job leads log by identifying and recording at least 3 potential leads from each source.

UNIT VI: Telephone Contacts

The student will make a real or mock telephone call for each of the following situations: 1) contacting individuals to request assistance in obtaining job leads, and 2) contacting potential employers to arrange interview appointments, and will follow the steps outlined on the appropriate evaluation checklist for each situation with 80-100% accuracy.

UNIT VII: Interviews

The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

UNIT VIII: The Resume

The student will use his/her Data Book, mini-resume, and resume models to complete a functional or chronological resume that concisely and clearly describes his or her experience, education and background.

UNIT IX: Letter Writing

The student will use models and checklists to write letters for each of the following situations: 1) a letter of inquiry, 2) a cover letter, and 3) a thank you letter to follow an interview, and will follow the steps specified in the checklist for each situation with 80-100% accuracy.

UNIT X: Structured Job Search

The student will participate in a structured job search by making at least 10 job-related contacts (on the telephone or in person) per week and by participating in at least one interview per week if she/he has not already obtained employment.

UNIT XI: Course Wrap-Up

The student will complete a post-assessment measure and a course evaluation.

Procedure

During the first project year, the Adapted Job Club Curriculum was developed and three high schools were selected as research sites. University of Vermont project staff members worked with administrators and teachers in each school to identify subjects and incorporate the class into the existing school curriculum and schedule. In two of the schools, the Job Club curriculum was established as a separate six-week class of 10 - 20 students with and without learning disabilities. In the third school, the Job Club curriculum was taught as a unit in a basic skills English class. Students selected to participate in the project were scheduled into the class for the six-week duration. Project staff members taught the class in all three schools.

Telephone interviews were conducted with Year I experimental and control group members during July of the first project year, and again in January and July of the second project year (see Appendix B for a copy of the interview protocol). Prior to the collection of information, project staff developed a set of guidelines for interview techniques, search procedures for locating students, and coding methods. Project staff were responsible for locating and interviewing an assigned group of students. If the student could not be contacted directly, an individual such as a parent or spouse was interviewed instead. Of the 162 completed interviews, the overwhelming majority were conducted with the students themselves.

Project activities associated with site selection, student selection, and curriculum delivery were repeated during the second project year at four new sites (three high schools and one vocational center). The Job Club curriculum was taught as a separate class in three of the four sites, and as a six-week unit in a basic skills English class at the fourth site. Project staff members were responsible for curriculum delivery at each of the four sites. Experimental and control group members selected from these sites were followed-up by telephone in July of the second and third project years.

Year II project activities also included the development and delivery of a graduate level course for teachers interested in learning how to recruit students, establish classes, and teach the Adapted Job Club Curriculum in their home schools. Project staff members taught the course to six teachers from Vermont, including special education teachers, vocational education teachers, and job training specialists.

During the third project year, four of the six teachers who had completed the teacher training course identified experimental and control group members and taught Job Club classes in their schools. Two teachers offered the Adapted Job Club Curriculum as a separate course, and two taught the curriculum in existing English classes. Project staff members worked closely with the teachers to provide support, problem-solving, and technical assistance in the recruitment and selection of students, and curriculum delivery. Teachers were encouraged to give formal and informal feedback on the curriculum to staff members. Project staff conducted follow-up interviews during July of the third project year with students identified as experimental and control group members by the four teachers.

Instrumentation

Two instruments were used to collect data on the dependent measures considered in the research questions. The first was a pre/post-test measure designed to measure acquisition of job-seeking skills. The second was a follow-up survey instrument which measured work status, elapsed time before employment, percentage of time employed, and wages.

The pre/post-test, entitled the "Job Seeking Skills Test," was developed by project staff in consultation with university faculty members specializing in assessment. The test was administered to experimental group members on the first day of class, prior to beginning the content of the curriculum. Test questions addressed each of the units of the Adapted Job Club Curriculum, providing a measure of students' prior knowledge of the course material. Students were not given any feedback on their performance on the pretest. The test was administered again on the last day of class. Difference scores were obtained to measure the extent to which class participation increased students' knowledge base.

The follow-up survey instrument was developed by project staff in consultation with university and local education personnel. The instrument was then pilot tested with two secondary-aged students with handicaps.

Student information was acquired through examination of school records and personal interview with the student, parent, or other knowledgeable informant. Information obtained from student records and interviews included gender, handicapping condition (if appropriate), educational and vocational status, age at time of interview, and manner of exit from high school (if appropriate). The 63-item structured interview was designed to elicit information on each student's current occupation as well as other jobs held since the date the student was added to the sample. For each job, information was collected on the number of hours worked per week, wages earned, length of time to find employment, and number of weeks worked.

Description of Variables

Independent Variables

Four independent variables were identified for this research: identification as an experimental or control group member, disability status, gender, and educational status. A description of each follows:

Experimental or Control Group Status. Students were randomly assigned to either the experimental or control group. Students in the experimental group received instruction in the

Adapted Job Club course (AJCC) and participated in the follow-up telephone interview, while control group members participated in the follow-up interview only.

Disability Status. Students were categorized as either learning disabled (LD) or non-learning disabled (NLD) based on their school's determination of disability status at the time of entry into the sample. Experimental and control groups were comprised of about equal numbers of students with and without learning disabilities.

Gender. Approximately equal numbers of males and females were identified in the experimental and control groups. Students were coded as male or female.

Educational Status. Students were categorized as either in-school or out-of-school at the time of the follow-up interview. In-school students were defined as those who had not graduated or left school, and planned to attend another year of high school at the time of the interview. Out-of-school students were defined as those who had graduated or left school, and did not plan to attend another year of high school at the time of the interview.

Dependent Variables

Five dependent variables were considered in the study: work status, elapsed time before employment, percentage of time employed, wages, and difference scores on pre- and posttests which were administered as part of the curriculum. Descriptions of each follow:

Work Status (work level). This variable categorized hours worked per week into three groups for students working or not working at the time of the follow-up interview: students coded with a (1) were those students not working (0 hours); students coded as a (2) were those working part-time (less than 37 hours per week); and students coded as a (3) students were those working full-time (37.5 or more hours a week).

Elapsed Time Before Employment (HOWLONG). In order to measure the effectiveness of the intervention in decreasing the amount of time it takes a student to locate employment, this variable considered the elapsed number of days between the end of the student's school year (June 15), and the start date of the first job. Elapsed time was measured both for students considered in-school and out-of-school (see definition of educational status).

Percentage Time Employed. In order to measure the effectiveness of the curriculum in helping students to locate employment that was appropriate and ongoing, this variable considered overall percentage of days employed since the student left high school for summer vacation, or through graduation or withdrawal from school. Two methods of determining percentage of time employed were used, depending on whether the student's educational status was defined as in-school or out-of school. For students considered in-school (those who were on summer vacation but planned to return to school in the fall), this percentage was calculated by dividing the actual time employed in days by the total number of days of employment which would have been possible had the student maintained continuous employment from the end of the school year (June 15) to September 1st. For students considered out-of-school (those who graduated from or left school and were not planning to return in the fall), the percentage was calculated by dividing the number of days employed by the number of possible days employed between June 15 and the date of the interview.

Wages. A determination of student wages was included to measure the effectiveness of the curriculum in helping students locate jobs with relatively high paying salaries. Wages were defined as the hourly wage paid to a student for work performed at the time of the follow-up interview.

Difference Score. This variable reported the difference between pretest and posttest scores on the AJCC's "Job Seeking

Skills Test." The variable was included to measure the effectiveness of the AJCC in promoting acquisition of knowledge of job seeking skills. Since students in the control group did not participate in the AJCC, and were therefore not administered the pretest and posttest, the difference score was calculated only for students in the experimental group who completed both the pretest and posttest. Students were assigned a numerical score which was obtained by subtracting the pretest score from the posttest score.

Results

The completed follow-up telephone interviews were coded and entered for analysis using SAS (SAS Institute, 1988). The results of this analysis are presented below in four sections. The first section presents descriptive information about the independent and dependent variables. The second through fourth sections present results related to each of the three research questions.

Two major categories of variables, dependent and independent, were used in this research. Table 1 displays the variable names within the computer database, their definitions, and the measurement scales associated with them. Five dependent variables were considered, one of which was categorical, and four of which were continuous in nature. Four independent variables were also used in the research, all of which were categorical in nature.

Table 2 provides the essential descriptive information for each of the variables. This information includes simple frequency counts and corresponding percentages for each level of the categorical variables, and frequencies, means, and standard deviations for the continuous variables.

It can be seen that complete information related to the independent variables was available for 162 subjects, but sample sizes varied significantly across the dependent measures. This was due to several reasons, including some subjects' inability to

Table 1

Variable Names, Definitions and Measurement Scale

Variable Names	Variable Definitions	Measurement Scale
Dependent		
Categorical		
WORKLEV	Working either part-time, full-time or not at all	1=not working 2=work part-time 3=work full-time
Continuous		
HOWLONG	Duration of time between jobs	# days between jobs
PCENTEMP	Percentage of time working following graduation from school or during the summer	% time employed since end of school year or graduation
WAGES	Hourly wage at the time of the interview	dollars/hour
DIFF	Post-test score minus the pretest score	numerical score
Independent		
Categorical		
EXPCONT	Experimental or control group status	1=experimental 2=control
LDNLD	Learning disabled or not learning disabled	1=LD 2=not LD
GENDER	Boys or girls	1=boys 2=girls
EDSTATUS	In-school or out-of-school	1=in-school 2=out-of-school

Table 2

Variable Names, Frequencies, Means and Standard Deviations

Variable Names	N	%	Mean	Std. Dev.
Dependent				
Categorical				
WORKLEV	1=23	14.4%	--	--
	2=63	39.4%	--	--
	3=74	46.2%	--	--
Continuous				
HOWLONG	107	-	12.03 days	17.63
PCENTEMP	140	-	85.86% of time	28.73
WAGES	137	-	$4.16/hr	$1.05
DIFF	75	-	17.59	14.28
Independent				
Categorical				
EXPCONT	1=90	55.6%	--	--
	2=72	44.4%	--	--
LDNLD	1=79	48.1%	--	--
	2=83	51.2%	--	--
GENDER	1=96	59.3%	--	--
	2=66	40.7%	--	--
EDSTATUS	1=83	51.2%	--	--
	2=79	48.4%	--	--

provide complete information; an inability to locate some of the subjects; several subjects' refusal to continue to participate in the study; and the fact that only 75 of the 90 experimental subjects completed pretests and posttests from which difference scores could be calculated.

In each interview, students were asked to provide information on their current employment status. It can be seen in Table 2 that 137 (85.6%) of the students interviewed were employed at the time of the interview. About half of these subjects (54%) were working full-time, while 46% were working part-time. Only 23 students (14.4%) were not working at the time of the follow-up interview.

In order to determine how long it took students to find jobs, they were asked to report on the number of days they spent looking for jobs subsequent to graduating from school or leaving for the summer vacation. One hundred and seven subjects were able to provide this information, with a mean of 12.03 days and a standard deviation of 17.63 days.

As the standard deviations for the variables concerning the elapsed time before employment (HOWLONG) and percentage of time employed (PCENTEMP) indicate, there was a wide range of variability in both cases. A review of the data for the elapsed time variable indicates a bimodal distribution at both extremes of the range (1 - 99 days), but with a large cluster at the low range indicating that the majority of students found work within a short period of time. In contrast, the distribution of variables for the percentage of time employed variable was unimodal, but skewed to the high end of the range (0 - 100%). This distribution shows that a high percentage of students were employed for a large percentage of the time subsequent to leaving school.

Finally, Table 2 shows that the subjects were distributed evenly around each of the independent variables. An examination of the contingency tables for these variables indicated that two-way and three-way distributions were also fairly evenly distributed. The one exception to this was the contrast of disability status (LDNLD) by gender (only 19 of the 162 subjects were LD girls). No cells were empty across all four of these independent variables, however. Table 3 presents the distribution of the 162 subjects within each of the 16 cells of the four-way (2 x 2 x 2 x 2) contingency table.

Research Question #1

The first research question was concerned with the effectiveness of the Adapted Job Club Curriculum (AJCC) in promoting the acquisition of knowledge related to job seeking skills. The analysis of this question applies to members of the experimental group only, since the pretest and posttest were not administered to subjects in the control group. To analyze the data for this question, a General Linear Models (GLM) procedure in the SAS statistical package was used. The GLM procedure is a regression analog, and is an appropriate technique to use across a wide range of analyses including simple and multiple regression, analysis of variance, analysis of co-variance, multiple analysis of variance, and mixed (repeated measures) analysis of variance.

Two main analyses were performed to evaluate the effectiveness of the AJCC. First, the pretest and posttest scores on the "Job-Seeking Skills Test" obtained by students who received AJCC training were compared using a t-test procedure. Second, the relationship of student characteristics to changes on the "Job-Seeking Skills Test" were analyzed using a 2 (GENDER) x 2 (LDNLD) x 2 (EDSTAT) analysis of variance (ANOVA) with difference scores (posttest minus pretest) as the dependent variable. The results of these analyses are summarized in Table 4.

Table 3

Four-Way Contingency Table of Frequencies for Independent Variables

Sample	EXPCONT	LDNLD	GENDER	EDSTATUS	Sample Size
1	1	1	1	1	20
2	1	1	1	2	11
3	1	1	2	1	8
4	1	1	2	2	4
5	1	2	1	1	10
6	1	2	1	2	9
7	1	2	2	1	14
8	1	2	2	2	14
9	2	1	1	1	17
10	2	1	1	2	12
11	2	1	2	1	3
12	2	1	2	2	4
13	2	2	1	1	5
14	2	2	1	2	12
15	2	2	2	1	6
16	2	2	2	2	13

Table 4 presents the output associated with this analysis. The GLM procedure was used here since the ANOVA was unbalanced. It can be seen in Table 4 that prior to AJCC, the mean score of students on the "Job-Seeking Skills Test" was 68.68. Following AJCC, the mean score on the "Job-Seeking Skills Test" was 85.53, a change of 17.67 points. Statistical analysis of these data indicated that the posttest scores were significantly higher than pretest scores (t= 10.66; df = 1,160; p .0001).

It can also be seen in Table 4 that difference scores varied somewhat as a function of disability status. The ANOVA of these data yielded a significant main effect of learning disabled status. Analyses of the difference scores showed the mean change from pretest to posttest of 21.73 evidenced by learning disabled students was significantly greater than the mean of 12.91 evidenced by nonlearning disabled students.

Research Question #2

Research Question #2 is concerned with the extent to which participation in the AJCC influences work status for learning disabled (LD) and non-learning disabled (NLD) males and females. To complete the analyses for this question, the categorical modeling procedure (CATMOD) was used. This is an ANOVA analog, but it is used when the dependent measure is categorical in nature. In this research question, the dependent variable was employment status (WORKLEV). Students were coded as either not working, working part-time, or working full-time. The employment status variable was contrasted with the four categorical independent variables listed in Table 1.

Table 5 shows the results of this analysis. Two important findings should be noted here. First, the experimental/control contrast showed no significant effect on the employment status of the subjects, either as a main effect or in conjunction with any of the other independent variables. An analysis of the

Table 4

Paired Comparisons T-Test and ANOVA

Analysis Variable: DIFF

N Obs	Variable	Mean	Std Dev	t	Prob > t
162	PRETEST	68.68	19.41	10.66	0.0001
	POSTTEST	85.53	14.94		

Dependent Variable: DIFF

Source	DF	Type I SS	Mean Square	Value	Pr > F
GENDER	1	28.593410	28.583410	0.14	0.7063
*LDNLD	1	1252.065006	1252.065006	6.27	0.0147
GEN*LD	1	80.698545	80.698545	0.40	0.5272
EDSTATUS	1	26.639877	26.639877	0.13	0.7161
GEN*ED	1	227.859373	227.859373	1.14	0.2893
LD*ED	1	83.840477	83.840477	0.42	0.5192
GEN*LD*ED	1	0.043397	0.043397	0.00	0.9883

Table 5

Analysis of Employment Success

Analysis of Variance Table

Source	DF	Chi-Square	Prob
INTERCEPT	2	12.47	0.0020
EXPCONT	2	0.46	0.7948
LDNLD	2	0.96	0.6185
EXPCONT*LDNLD	2	0.35	0.8405
GENDER	2	14.50	0.0007
EXPCONT*GENDER	2	0.34	0.8417
LDNLD*GENDER	2	1.31	0.5194
EXPCONT*LDNLD*GENDER	2	1.93	0.3813
EDSTATUS	2	3.72	0.1555
EXPCONT*EDSTATUS	2	0.07	0.9672
LDNLD*EDSTATUS	2	1.13	0.5693
EXPCONT&LDNLD*EDSTATUS	2	1.84	0.3977
GENDER*EDSTATUS	2	1.26	0.5319
EXPCONT*GENDER*EDSTATUS	2	0.65	0.7211
LDNLD*GENDER*EDSTATUS	2	0.33	0.8486
EXPCO*LDNLD*GENDER*EDSTATUS	2	2.75	0.2530

2 x 2 x 3 Frequency Table

EXPCONT	GENDER	WORKLEV	N Obs
1	1	1	5
		2	16
		3	29
	2	1	7
		2	23
		3	8
2	1	1	6
		2	11
		3	29
	2	1	5
		2	13
		3	8

frequencies of the employment status variable at the bottom of Table 5 shows that only 23 of the 160 subjects (14.4%) were unable to find work.

Second, there was a significant effect of gender on work status ($x^2 = 14.50$; df = 2; $p < .0007$). While 58 boys were working full-time and 27 were working part-time, this pattern of work was reversed for girls, with 16 working full-time and 36 working part-time. This reversal of work pattern was consistent across both experimental and control groups.

Research Question #3

The third research question was concerned with the relationship of the independent variables (job club training, disability status, and gender) to three dependent variables reflecting employment conditions (length of time to find a job, percentage of time employed since school, and hourly wages) as opposed to employment status per se. Since three dependant variables were involved, a multivariate analysis of variance (MANOVA) procedure was used in which the effects of the independent variables across dependent variables (or more precisely, on a composite of the three dependent variables) was established first before proceeding to separate analyses of each dependent variable. The results of the MANOVA yielded significant main effect of gender ($F = 2.77$; df = 3.94; $p < .045$) and disability status ($F = 3.50$; df = 3.94; $p < .018$). The main effect of job club training was not statistically significant; likewise, none of the interactions were statistically significant. As such, in the univariate analyses of variance (numarized in Table 6), the effects of gender and disability status on each of the dependents variables were of primary concern, and from a conservative point of view, are the only effects that should be interpreted. However, for heuristic purposes, other effects that achieved or approached statistical significance were noted as well.

Table 6

Summary of Analyses of Variance of Dependent Variables

Dependent Variable: HOWLONG

Source	DF	SS	Mean Square	F Value	Pr > F
EXPCONT	1	156.62	156.62	0.53	0.4665
GENDER	1	2142.14	2142.14	7.31	0.0081
EXPCONT*GENDER	1	0.41	0.41	0.00	0.9702
LDNLD	1	1714.38	1714.38	5.85	0.0175
EXPCONT*LDNLD	1	1057.79	1057.79	3.61	0.0604
GENDER*LDNLD	1	316.14	316.14	1.08	0.3016
EXPCONT*GENDER*LDNLD	1	502.32	502.32	1.71	0.1936

Dependent Variable: PCENTEMP

Source	DF	SS	Mean Square	F Value	Pr > F
EXPCONT	1	928.71	928.71	2.00	0.1607
GENDER	1	182.00	182.00	0.39	0.5330
EXPCONT*GENDER	1	781.12	781.12	1.68	0.1980
LDNLD	1	2835.00	2835.00	6.10	0.0153
EXPCONT*LDNLD	1	9.10	9.10	0.02	0.8890
GENDER*LDNLD	1	742.25	742.25	1.60	0.2094
EXPCONT*GENDER*LDNLD	1	392.95	392.95	0.85	0.3602

Dependent Variable: WAGES

Source	DF	SS	Mean Square	F Value	Pr > F
EXPCONT	1	0.09	0.09	0.12	0.7285
GENDER	1	1.23	1.23	1.63	0.2052
EXPCONT*GENDER	1	1.81	1.81	2.38	0.1264
LDNLD	1	0.50	0.50	0.66	0.4184
EXPCONT*LDNLD	1	1.75	1.75	2.30	0.1327
GENDER*LDNLD	1	0.05	0.05	0.08	0.7844
EXPCONT*GENDER*LDNLD	1	0.38	0.38	0.51	0.4786

It can be seen in Table 6 that the main effect of gender was statistically significant only in the analysis of the length of time to find a job (*F* = 7.31; *df* = 1,103; *p* < .008). Girls took significantly longer to find a job than did boys regardless of job club training or disability status. It can also be seen in Table 6 that the main effect of disability status was statistically significant in the analyses of the length of time to find a job (*F* = 5.85; *df* = 1,103; *p* < .017) and percentage time employed (*F* = 6.10; *df* = 1,103; *p* < .015) variables. Students with learning disabilities took significantly longer to find a job than did students without such disabilities. Likewise, students with learning disabilities were employed a significantly lower percentage of time since leaving school than students without learning disabilities.

Finally, it should be noted in Table 6 that the interaction of job club training and disability status on the length of time to find employment approached statistical significance (*F* = 3.61; *df* = 1,103; *p* < .060). What this finding suggests is that students with learning disabilities who received job club training were able to find jobs in a shorter period of time than students with learning disabilities who did not receive training.

Discussion

The purpose of the present study was to investigate: (1) to what extent does participation in a Job Club curriculum affect the acquisition of knowledge related to job seeking skills?; (2) to what extend does participation in a Job Club curriculum influence work status for male and female students with and without learning disabilities?; and (3) what is the effect of participation in a Job Club curriculum on wages, the overall percentage of days employed and the elapsed time before employment for male and female students with and without learning disabilities?

Consistent with a small body of previous research (e.g., Berquist, 1982), the present study found that substantial increases in job seeking skills were associated with participation in the AJCC. An average increase of almost 18 points on the job seeking skills test from pretest to posttest was found across training sites. More importantly perhaps, it was also found that students with learning disabilities profit more from job club training than do students without learning disabilities. More specifically, students with learning disabilities gained 22 points on the job skills that from pre to posttest compared to around 13 points for students without disabilities. Since students with learning disabilities were significantly lower in job skills before training than other students, the differential effect of job club training has the effect of closing the gap in job skills between them and other students. While these data support the effectiveness of the AJCC, the absence of a no-treatment control group qualifies this support. It is possible, albeit unlikely, that the changes from pretest to posttest were attributable to time rather than exposure to the AJCC. Indeed, the fact that students who were lower in job skills (e.g., students with learning disabilities) prior to training improved significantly more over time makes it highly unlikely that changes can be attributed to the passage of time rather than exposure to the curriculum. Finally, while not significantly evaluated, the AJCC may have had a positive effect on student attitudes, as well as skills, i.e. the AJCC may also generate positive attitudes toward work and greater self-confidence in job-seeking. In support of this contention are the high rates of course attendance and course completion among students that participated in the AJCC classes.

The second and third research question addressed the extent to which participation in a Job Club curriculum influenced work status and other employment indices for male and female students with and without learning disabilities. The findings suggest that the AJCC had no significant effect on work status outcomes for either male or female students with and without learning disabilities. In interpreting this finding, it is important to note that the overall rates of employment for the students who participated in this study were high. The robustness of the economy in Vermont at the time of the study undoubtedly contributed to the high employment rate of students across both the experimental and control groups, making it difficult to demonstrate differential effects of AJCC. However, there was some evidence to suggest that students with learning disabilities who received the AJCC were able to find jobs more quickly than those learning disabled students who did not have the training.

Although employment rates were relatively high among all subjects, the results of the present study suggest that there is a significant relationship between gender and part-time versus full-time work status as well as other employment indices. Male students were almost twice as likely as female students to be employed in full-time positions. Likewise, males were able to secure employment in a shorter period of time than were females. The basis of these gender-related effects is not clear but the present findings are consistent with previous research on youth with and without disabilities. A number of prior studies (e.g., Hasazi, Johnson, Hasazi, et al., 1989; Edgar, 1987; Hasazi, Gordon & Roe, 1985; William T. Grant Foundation Commission on Work, Family & Citizenship, 1988) suggest that women experience less positive employment outcomes than men as a result of factors such as job discrimination towards females (e.g., Rubin, 1984), lower employment aspirations and self-esteem reported by women, differential expectations and the lack of secondary career counseling services for females at the secondary level (Wegmann, 1979). While the results of the present study do not shed any light on the reasons for gender differences in employment outcomes, they suggest that they are unrelated to gender differences in job-seeking skills in that there were no differential effects of job club training related to student gender.

Evaluation

Evaluation of research activities was ongoing throughout the study. Weekly staff meetings provided a mechanism for internal evaluation of project activities, including timely completion of project goals and objectives. Evaluation of the research data collected during the study began at the conclusion of the first set of follow-up interviews and continued throughout the duration of the project. The Adapted Job Club Curriculum was evaluated by students, teachers, and project staff members participating in job club classes at each of the eleven sites. Input from these evaluations was used to revise the curriculum at the conclusion of each project year.

Students were asked to state whether or not they felt that their knowledge about the topics covered in each of the curriculum units had increased, and were asked to rate their overall satisfaction with the curriculum and quality of instruction they received. The feedback from student ratings was generally positive; students indicated that the content of the curriculum was interesting and relevant, and that their job-seeking skills had increased substantially.

Project staff members and teachers involved in curriculum delivery completed curriculum evaluation forms at the conclusion of each six-week course. Data was collected on their reactions to the format and content of the curriculum. In addition, the four teachers who participated in Year II training activities and later implemented job club programs in their home schools were interviewed after they had completed their job club teaching experiences. A prepared interview form was used to elicit teachers' opinions on the usefulness of the curriculum, its strengths and weaknesses, suggestions for improvement, and its relevance to the individual schools' efforts regarding students' employment.

All teachers found the curriculum easily understandable. One teacher commented that "Everything was there except for the teacher's need to know his or her own community." Teachers agreed that the curriculum format facilitated implementation in the classroom because it was well organized and provided a sound base from which to expand.

Teachers differed on their opinion of the most important units in the curriculum. All felt that the interview unit was one of the most important but some mentioned the self-assessment, mini-resume, resume, job leads, and telephone contacts units as also valuable. When asked which units they considered least important, one teacher felt that the resume unit was not essential for students at the high school level while another felt that the telephone contacts unit was somewhat irrelevant for high school students.

Among the strengths of the curriculum, teachers mentioned its organization and structure, the use of timelines, hands-on activities, and continuity throughout the program. One teacher commented that "Anyone could teach it," while another said that "Kids could see its real-life application." Changes suggested by teachers were an extended timeline with more time to practice interview skills, and an expanded self-assessment unit.

All teachers felt that their students had benefited from the job club program. Other school personnel who became involved or showed interest in the Adapted Job Club Curriculum included English teachers, a guidance counselor, a Summer Youth Employment Program coordinator, and members of the special education staff.

Dissemination

Dissemination activities occurred throughout the grant period. A dissemination log of all requests for information on the study was maintained throughout the three project years. Numerous requests were received from persons in a variety of roles associated with employment and training, including regular and special education teachers, vocational instructors, job training specialists, vocational rehabilitation counselors, and university level educators. Presentations of the Adapted Job Club Curriculum, and research method, activities, and results were made annually at a statewide training conference for secondary level educators and adult service providers in Vermont. The study was incorporated in graduate level classes at the University of Vermont for special educators and employment training specialists, and was presented at training seminars for job training specialists employed through the JTPA (Job Training Partnership Act) program in Vermont. In addition, the project was selected for presentations at two national conferences sponsored by the Council for Exceptional Children and one sponsored by the American Educational Research Association. To date, one journal article on the project has been published by the Division on Career Development of the Council for Exceptional Children (see Appendix C for a copy of the article).

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Appendix A
Teacher Training Workshop for Implementation of a Job-Seeking Skills Curriculum

COURSE TITLE: Teacher Training Workshop for Implementation of a Job-Seeking Skills Curriculum

COURSE NUMBER: EDSP 295

INSTRUCTORS:
Katharine Allen
Angela Patten
Brian Cobb
George Salembier

Department of Special Education, Social Work and Social Services

College of Education and Social Services

University of Vermont

PREREQUISITES: Permission of the Instructor

CREDITS: Three

COURSE DATES: July 11, 1988- July 15, 1988 and six weeks of a supervised practicum to be completed in the fall or spring semester.

REQUIRED READINGS: The Adapted Job Club Curriculum, Teacher Training Manual for the Job Club Program, and selected articles assigned by the instructors.

STUDENT COMPETENCIES:

As a result of successful completion of this course, the student will:

1. Demonstrate knowledge and skills needed to teach the job search education program outlined in the Adapted Job Club Curriculum. Topics to be covered include: the background and theoretical perspective of the curriculum, the design of the research study associated with the curriculum, the eleven curriculum units, and data collection procedures.

2. Demonstrate knowledge and skills needed to establish and implement a Job Club program in a high school or vocational setting. These steps include: 1) establishing the program as a separate class or as part of an existing curriculum sequence, 2) scheduling the class, 3) selecting and recruiting students, and 4) implementing the program.

MAJOR COURSE REQUIREMENTS:

To be completed during workshop:

1. First draft of a Written Plan for Implementation of a Job Club Program (Due 7/15/88)

To be completed during practicum:

2. Final draft of a Written Plan for Implementation of a Job Club Program (Due one month before the Job Club class is scheduled to begin)

3. Daily Log of Teaching Activities (Due two weeks after completion of the Job Club class)

4. Participation in 6 on site visits by UVM staff members (To be completed by the end of the Job Club class)

5. Copies of data collected during the Job Club class (Due two weeks after completion of the Job Club class)

6. Participation in a structured follow-up interview with a UVM staff member (To be completed within one month of the completion date of the Job Club class)

REQUIREMENTS EXPLANATION:

1. First draft of a Written Plan for Implementation of a Job Club Program: Students will develop the first draft of a written plan outlining how they will implement a Job Club Program in their home schools. Plans will also be presented orally on the last day of the workshop. Each plan should include:

   a. a description of how the class will be established as part of the existing high school or vocational program,

   b. a description of how students will be recruited into the program,

   c. a description of the personnel who will be involved in teaching the Job Club class, and

   d. a description of the administrative procedures that will need to be followed in order to implement the program.

2. Final draft of a Written Plan for Implementation of a Job Club Program: Students will finalize the plan they developed during the summer, noting any changes they found

necessary to make in order to implement the program.

3. Daily Log of Teaching Activities: Each course participant will keep a daily log of his/her experiences in teaching the Job Club class. The log should include a report of the activities covered during each class period, and comments and suggestions regarding the teaching process and/or unit activities.

4. Participation in 6 on-site visits by UVM staff members: UVM staff members will schedule at least 6 on-site visits with course participants for the purpose of observing the recruitment and teaching phases of the program. Post-observation conferences will be included in the visits so that staff members and course participants will have an opportunity to discuss the observation and any technical assistance that may be needed.

5. Copies of data collected during the Job Club class: Course participants will make copies of data collected on their students in the Job Club class, including: student progress through course objectives, number of job contacts made, number of interviews attended, and daily attendance in class.

6. Participation in a structured follow-up interview with a UVM staff member: Each student will participate in a follow-up interview with a UVM staff member for the purpose of obtaining the student's feedback on his/her experience in establishing and teaching the Job Club program.

GRADING:

1. First draft of Written Plan for Implementation	20%
2. Final draft of a Written Plan for Implementation	20%
3. Daily Log of Teaching Activities	10%
4. Participation in 6 on-site visits	20%
5. Copies of data collected during the Job Club class	10%
6. Participation in a structured interview	10%
7. Attendance and participation	10%
	100%

GRADING SYSTEM

The standard University of Vermont grading system is utilized. (A= Excellent, B= Good, C= Fair, and F= Failure). A more specific grading system is also used to determine various grade levels.

A+ = 97 - 100
A = 94 - 96
A- = 90 - 93

B+ = 87 - 89
B = 84 - 86
B- = 80 - 83

C+ = 77 - 79
C = 74 - 76
C- = 70 - 73

SCHEDULE OF SEMINARS

Seminar	Date	Topics
1	7/11	-Introductions -Course overview and requirements -Background information on job seeking and the Job Club model -Design of the Job Club research project -General format and content of the Adapted Job Club Curriculum -Establishment of Job Club programs in schools
2	7/12	-Unit I: Introduction -Unit II: Self-Assessment -Unit III: Data Books and Application Forms -Unit IV: Mini-Resumes -Unit V: Resumes Written Plans for Implementation
3	7/13	-Unit VI: Job Leads -Unit VII: Telephone Contacts -Unit VIII: Interviews -Unit IX: Letter-Writing -Unit X: Structured Job Search -Unit XI: Course Wrap-Up
4	7/14	-Data Collection -Curriculum evaluation procedures -Follow-up component of the research study
5	7/15	-Implementation Plan presentations -Practicum activities -Course evaluations

REQUIRED READINGS

SEMINAR 1

Background Information on the Job Club, Research design, General Format of the Curriculum

Adapted Job Club Curriculum, Introduction and How to Use the Curriculum

Azrin, N., and Phillip, R. The Job Club Method for the Job Handicapped: A Comparative Outcome Study. Rehabilitation Counseling Bulletin, 23 (2), December, 1979, 144-155.

The Job Club Approach to Placement, Rehab Brief, 5, (9), September, 1982, 1-4.

Kimeldorf, M., and Tornow, J. Job Clubs: Getting into the Hidden Labor Market. Pointer, 28 (3), Spring, 1984, 29-32.

Training Manual, Introduction and Parts I and II.

SEMINAR 2

Units I - V
Written Plans for Implementation

Adapted Job Club Curriculum, Units I - V.

Training Manual, Parts III and IV.

SEMINAR 3

Units VI - XI

Adapted Job Club Curriculum, Units VI - XI

SEMINAR 4

Data Collection, Curriculum Evaluation Procedures, Follow-up Study, Establishment of Job Club Programs

Adapted Job Club Curriculum, Appendices A - C.

Training Manual, Parts III and IV.

PRACTICUM CHECKLIST

1. Establish the Job Club class

____ Decide how class will be established in school or vocational center

_____Follow necessary administrative procedures to establish class

_____Follow necessary administrative procedures to allow participants to obtain academic credit

_____Schedule the class
    -determine starting and ending dates
    -determine time of day when class will be taught

_____Obtain teaching space for Job Club class

2. Recruit students for experimental and control groups

_____Draw up lists of potential experimental and control group members who meet project criteria

_____Telephone parents to obtain initial consent for students under age 18 to participate in experimental or control groups

_____Schedule 1 or 2 days to conduct intake interviews

_____Conduct intake interviews of potential experimental and control group members with assistance from UVM staff members
    -describe project
    -conduct intake interview if student is willing to participate
    -obtain student consent to participate in project
    -if student is under 18 years, send summary and consent forms home to be read and signed by parents
    -keep records of parent permission forms returned by students
    -follow-up on parents of students who do not return permission forms within two weeks; send additional forms if necessary

_____Draw up final lists of experimental and control group members; include each student's name, address, phone number, parent name, date of birth, and handicapping condition (if any)

3. Prepare to teach class

_____Assemble materials
    - -Check to make sure teaching materials are in order (UVM will provide teacher and student materials)
    - -Obtain permission to use an existing telephone line or work with UVM staff person to have a new telephone line installed
    - -Check on availability of video equipment for viewing and videotaping students

_____Remind students of start-up date and location of class

4. Teach Job Club class

_____Teach class daily for six weeks

_____Keep data on Job Club class:
    - -attendance
    - -individual progress through course objectives
    - -class progress through course objectives
    - -number of job contacts made by students
    - -number of interviews attended by students

_____Complete curriculum evaluation form as course is being taught

_____Keep a daily log of teaching activities
    - -record activities completed during teaching session
    - -make general comments about class, anecdotal data, etc.

5. Participate in six on-site visits with UVM staff members

_____Meet with UVM staff member twice before start of class

1. 4-6 weeks before start of class:
    - -Hand in final draft of written implementation plan
    - -Discuss procedures for phone hook-up if UVM is to install phone
    - -Check over materials with UVM staff member
    - -Discuss procedures for classroom observations
    - -Go over lists of experimental and control group students;identify LD students
    - -Problem-solving (if necessary!)
    - -If possible, begin intake interviews

2. 2-4 weeks before start of class:
   -Conduct intake interviews
   -Hand in final lists of experimental and control group members
   -Schedule dates for classroom observations
   -Problem-solving

_____Meet with UVM staff member three times during Job Club class

3,4,5. Classroom observations:
   -Participate in on-site visit from UVM staff member
   -Meet with staff member after class to discuss observation checklist and issues related to the class
   -Schedule final meeting with UVM staff member

_____Meet with UVM staff member once after completion of class

6. 4-6 weeks after the Job Club class:
   -Participate in an informal interview to discuss teaching experiences, the Job Club curriculum, etc.
   --Hand in class data, curriculum evaluation and daily logs

Appendix B
Interview Protocol

BEST COPY AVAILABLE

JOB CLUB FOLLOW UP INTERVIEW
October 1988

School ID: ________________

Student ID: ________________

INTERVIEW COMPLETED: __________ (Date) __________ (Time) ____________________ (Name of Interviewer)

NO INTERVIEW BECAUSE:
1. _____Unable to locate
2. _____Letter sent; no response
3. _____Refused to answer questions
4. _____Other: ______________________

JOB CLUB FOLLOW-UP INTERVIEW

---

1. School ID: ______________ 1. |__|__|

2. Student ID: ______________ 2. |__|__|__|__|__|

3. Date added to sample: ___-___-___ 3. |__|__|__|__|__|

4. Interview Number: 4. |__|

   1._____ 3._____
   2._____ 4._____

5. Date of previous interview: ____-____-____ 2. |__|__|__|__|__|__|

6. Did the student hold any jobs prior to being added to the sample? 6. |__|

   1.__Yes 2.__No

7. Student Date-of-Birth: _____-_____-_____ 7.|__|__|__|__|__|__|

8. Age at time of interview: ______ 8.|__|__|

9. Gender: 1._____Male 2._____Female 9. |__|

10. Geographical classification of school: 10. |__|

    1._____Rural 2._____Urban 3._____Metropolitan

11. Current educational status: 11. |__|

    1._____Freshman
    2._____Sophomore
    3._____Junior
    4._____Senior
    5._____High school graduate
    6._____Left high school (age 18 & over)
    7._____Dropped high school (under 18)
    8._____Full-time post-secondary (please specify:____________________)
    9._____Part-time post-secondary (please specify:____________________)

12. **COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW? ARE YOU WORKING?** 12. |__|__|

01_____Employed in a non-subsidized job and earning minimum wage or better

--->SKIP TO QUESTION 13

02_____Employed in a subsidized job (e.g., JTPA)

--->SKIP TO QUESTION 13

03_____Employed in a non-subsidized job but earning less than minimum wage

--->SKIP TO QUESTION 13

_____Unemployed because

04 _____Homemaker
05 _____Full-time student (post-secondary)
06 _____In job training (e.g. job corps)
07 _____Disabled and getting SSI benefits
08 _____Unable to find a job
09 _____Unable to find a job I want
10 _____I don't want to look for work
11 _____My parents don't want me to work
12 _____In a seasonal job, not currently in progress
13 _____Transportation problems
14 _____Other, please specify:_____________

--->SKIP TO QUESTION

13. **JOB TITLE:**_________________________________ 13. |__|__| (DOT)

WHAT DO YOU DO? ___________________________

____

---

14. Skill class of present job. (See definitions) 14. |__|

1._____ Skilled
2._____ Semi-skilled
3._____ Unskilled

---

15. HOW MANY HOURS DO YOU WORK EACH WEEK? _____ 15. |__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

16. WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK? 16.|__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:_________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

17. WHAT METHODS DID YOU USE TO FIND YOUR JOB? (check all that apply; code up to 3 responses)* 17.|__|__|__|__|__|__|

01 ______Answered ad
02 ______Called employer on the phone
03 ______Used yellow pages to identify places to call or visit
04 ______"Walked-in" to places of employment
05 ______Used resume
06 ______Used mini-resume
07 ______Sent letter to potential employer
08 ______Responded to "help wanted" sign
09 ______Family member offered me a job
10 ______Unsolicited offer from an employer
11 ______Other, please specify: ______________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

18. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 18.|__|__|

01______1 day (day or less)
02______4 days (less than 1 week)
03______7 days (1 week)
04______14 days (2 weeks)
05______21 days (3 weeks)
06______28 days (4 weeks)
07______35 days (5 weeks)
08______42 days (6 weeks)
09______49 days (7 weeks)
10______56 days (8 weeks)
11______more than 8 wks.___
12______"I don't know"
13______Employer called me

19. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 19.|__|

______0
______1
______2
______3
______4
______5 or more

20. HAVE YOU HAD ANY OTHER JOB OFFERS SINCE YOU FOUND THIS JOB? IF YES, HOW MANY? 20.|__|

______0
______1
______2
______3
______4
______5 or more

21. WHEN DID YOU START THIS JOB? ______________ 21.|__|__|__|

(Code the number of days that the student has held this job. See coding manual for special instructions).

---

22. a. If first interview, was student employed at this job at time of entry into sample? 22.a.|__|

1.______Yes
2.______No

b. If first interview and student is no longer in school, was job started prior to June 10 of year of exit? 22.b.|__|

1.______Yes
2.______No

c. If subsequent interview, was student employed at this job at time of previous interview? 22.c.|__|

1.______Yes
2.______No

---

23. WHAT IS YOUR SALARY ON THIS JOB? _______ 23. |__|__|__|__|

If student cannot or will not give exact salary, ask for salary range, and code midpoint.

Hourly salary:
_____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

---

24. WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB? _______ 24. |__|__|__|__|

If student cannot or will not give exact salary, ask for salary range, and code midpoint.

Hourly salary:
_____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

----> SKIP TO QUESTION 27

NOTE: QUESTIONS 25-26 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NOT CURRENTLY WORKING.

---

25. ARE YOU LOOKING FOR WORK? 25.|__|__|__|__|__|__|

00 _____**NO**

--->SKIP TO QUESTION 27

_____**YES** **WHO IS HELPING YOU LOOK FOR WORK?** (check all that apply; code up to 3 responses)*

01 _____Looking for job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Other, please specify:____________________

---

*If more than 3 responses are checked for items 02-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB?** (code these 3 responses)

---

26. WHAT METHODS ARE YOU USING TO LOOK FOR A JOB? 26.|__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Checking newspaper ads
02 _____Calling employers on the phone
03 _____Using yellow pages to identify places to call or visit
04 _____"Walking-in" to places of employment
05 _____Using resumes
06 _____Using mini-resumes
07 _____Sending letters to potential employers
08 _____Responding to "help wanted" signs
09 _____Other, please specify: ____________________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB?** (code these 3 responses)

---

27. **WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ?** 27.a. |__|__|
(Date added to sample or date
previous interview)
(Record most recent job first) b. |__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION 63

JOB TITLE:______________________________

WHAT DID YOU DO? ______________________________

____

a. 01_____ Employed in a non-subsidized job, min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning less than minimum wage

b. _____ (Record DOT code)

---

28. **Skill class of this job. (See definitions)** 28. |__|

1._____ **Skilled**
2._____ **Semi-skilled**
3._____ **Unskilled**

---

29. **HOW MANY HOURS DID YOU WORK EACH WEEK? ________** 29. |__|

1_____**Full-time: 37.5 hours/week or more**

2_____**Part-time: 21 - 37 hours per week**

3_____**Part-time: less than 21 hours /week**

4_____**Variable, please specify # hours:________hrs./wk.**

5_____**Seasonal, please specify # hours:________hrs./wk.**

30. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** (check all that apply; code up to 3 responses)* 30.|__|__|__|__|__|__|

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:______________________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

31. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** (check all that apply; code up to 3 responses)* 31.|__|__|__|__|__|__|

01 _____Answered ad
02 _____Called employer on the phone
03 _____Used yellow pages to identify places to call or visit
04 _____"Walked-in" to places of employment
05 _____Used resume
06 _____Used mini-resume
07 _____Sent letter to potential employer
08 _____Responded to "help wanted" sign
09 _____Family member offered me a job
10 _____Unsolicited offer from an employer
11 _____Other, please specify: ______________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

32. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 32.|__|__|

01______1 day (day or less)
02______4 days (less than 1 week)
03______7 days (1 week)
04______14 days (2 weeks)
05______21 days (3 weeks)
06______28 days (4 weeks)
07______35 days (5 weeks)
08______42 days (6 weeks)
09______49 days (7 weeks)
10______56 days (8 weeks)
11______more than 8 wks.___
12______"I don't know"
13______Employer called me

33. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 33.|__|

______0
______1
______2
______3
______4
______5 or more

34. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 34.|__|

______0
______1
______2
______3
______4
______5 or more

35. WHEN DID YOU START THIS JOB? ____________ 35.|__|__|__|

WHEN DID YOU END THIS JOB? ______________

(Code the number of days that the student held this job. See coding manual for special instructions).

---

36. a. **If first interview, was student employed at this job at time of entry into sample?** 36.a.|__|__|

1.______Yes
2.______No

b. **If student is no longer in school, was job started prior to June 10 of year of exit?** 36.b.|__|__|

1.______Yes
2.______No

c. **If subsequent interview, was student employed at this job at time of previous interview?** 36.c.|__|__|

1.______Yes
2.______No

---

37. WHAT WAS THE STARTING SALARY OF YOUR JOB?______ 37.|__|__|__|__|

If student cannot or will not give exact salary,
ask for salary range, and code midpoint.

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

---

38. WHAT WAS THE ENDING SALARY OF THIS JOB? _______ 38.|__|__|__|__|

If student cannot or will not give exact salary,
ask for salary range, and code midpoint.

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

39. WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ? 39.a. |__|__|
(Date added to sample or date
previous interview)
(Record most recent job first) b. |__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION 63

JOB TITLE:____

WHAT DID YOU DO? ____

____

a. 01_____ Employed in a non-subsidized job earning min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning
less than minimum wage

b. _____ (Record DOT code)

---

40. Skill class of this job. (See definitions) 40. |__|

1._____ **Skilled**
2._____ **Semi-skilled**
3._____ **Unskilled**

---

41. HOW MANY HOURS DID YOU WORK EACH WEEK? ______ 41. |__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

42. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** (check all that apply; code up to 3 responses)* 42. |__|__|__|__|__|__|

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:_____________________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

43. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** check all that apply; code up to 3 responses)* 43. |__|__|__|__|__|__|

01 _____Answered ad
02 _____Called employer on the phone
03 _____Used yellow pages to identify places to call or visit
04 _____"Walked-in" to places of employment
05 _____Used resume
06 _____Used mini-resume
07 _____Sent letter to potential employer
08 _____Responded to "help wanted" sign
09 _____Family member offered me a job
10 _____Unsolicited offer from an employer
11 _____Other, please specify: _____________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

44. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 44.|__|__|

01______1 day (day or less)
02______4 days (less than 1 week)
03______7 days (1 week)
04______14 days (2 weeks)
05______21 days (3 weeks)
06______28 days (4 weeks)
07______35 days (5 weeks)
08______42 days (6 weeks)
09______49 days (7 weeks)
10______56 days (8 weeks)
11______more than 8 wks.___
12______"I don't know"
13______Employer called me

45. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 45.|__|

______0
______1
______2
______3
______4
______5 or more

46. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 46.|__|

______0
______1
______2
______3
______4
______5 or more

47. WHEN DID YOU START THIS JOB? __________ 47.|__|__|__|

WHEN DID YOU END THIS JOB?____________

(Code the number of weeks that the student held this job. See coding manual for special instructions).

---

48. a. If first interview, was student employed at this job at time of entry into sample? 48.a.|__|__|

1.______Yes
2.______No

b. If student is no longer in school, was job started prior to June 10 of year of exit? 48.b.|__|__|

1.______Yes
2.______No

c. If subsequent interview, was student employed at this job at time of previous interview? 48.c.|__|__|

1.______Yes
2.______No

---

49. WHAT WAS THE STARTING SALARY OF YOUR JOB?______ 49.|__|__|__|__|

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

50. WHAT WAS THE ENDING SALARY OF THIS JOB?________ 50.|__|__|__|__|

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

51. WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ? 51.a.|__|__|
(Date added to sample or date
previous interview)
(Record most recent job first) b.|__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION

JOB TITLE:____

WHAT DID YOU DO? ____________________________________
____

a. 01_____ Employed in a non-subsidized job, min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning
less than minimum wage

b. _____ (Record DOT code)

---

52. Skill class of this job. (See definitions) 52.|__|

1._____ **Skilled**
2._____ **Semi-skilled**
3._____ **Unskilled**

---

53. HOW MANY HOURS DID YOU WORK EACH WEEK? ______ 53.|__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

54. WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK? 54.|__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:____________________________

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

55. WHAT METHODS DID YOU USE TO FIND YOUR JOB?
(check all that apply; code up to 3 responses)*

55. |__|__|__|__|__|__|

01 ______Answered ad
02 ______Called employer on the phone
03 ______Used yellow pages to identify places to call or visit
04 ______"Walked-in" to places of employment
05 ______Used resume
06 ______Used mini-resume
07 ______Sent letter to potential employer
08 ______Responded to "help wanted" sign
09 ______Family member offered me a job
10 ______Unsolicited offer from an employer
11 ______Other, please specify: ______________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

56. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?

56. |__|__|

01______1 day (day or less)
02______4 days (less than 1 week)
03______7 days (1 week)
04______14 days (2 weeks)
05______21 days (3 weeks)
06______28 days (4 weeks)
07______35 days (5 weeks)
08______42 days (6 weeks)
09______49 days (7 weeks)
10______56 days (8 weeks)
11______more than 8 wks.
12______"I don't know"
13______Employer called me

57. DID YOU GET ANY OTHER JOB OFFER WHILE YOU WERE LOOKING FOR THIS JOB? YES, HOW MANY?

57. |__|

______0
______1
______2
______3
______4
______5 or more

58. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 58.|__|

______0
______1
______2
______3
______4
______5 or more

59. WHEN DID YOU START THIS JOB? ___________ 59.|__|__|__|

WHEN DID YOU END THIS JOB?______________

(Code the number of days that the student held this job. See coding manual for special instructions).

---

60. a. If first interview, was student employed at this job at time of entry into sample? 60.a.|__|__|

1.______Yes
2.______No

b. If student is no longer in school, was job started prior to June 10 of year of exit? 60.b.|__|__|

1.______Yes
2.______No

c. If subsequent interview, was student employed at this job at time of previous interview? 60.c.|__|__|

1.______Yes
2.______No

---

61. WHAT WAS THE STARTING SALARY OF YOUR JOB?_____ 61.|__|__|__|__|

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

62. WHAT WAS THE ENDING SALARY OF THIS JOB?________ 62.|__|__|__|__|

Hourly salary: _____$.01 - $3.64 (midpoint = $2.00)
_____$3.65 (min. wage)
_____$3.66 - $5.00 (midpoint = $4.25)
_____$5.01 + (midpoint = $5.75)

Weekly Salary: _____
(Divide by number of hours worked and code average salary)

63. WHAT TOWN DO YOU LIVE IN? ______________________63.|__|__|__|

NOTE: QUESTIONS 64 AND 65 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NO LONGER IN HIGH SCHOOL.

---

64. SINCE ______________________, (June 10 of year left high school or date of last interview) **HAVE YOU TAKEN ANY CLASSES OR PROGRAMS?** 64.|__|__|

00 _____No
_____Yes. **WHAT CLASSES OR PROGRAMS?**

01_____GED
02_____ABE
03_____Other, please specify:________________

65. SINCE ____________________, (June 10 of year left high school or date of last interview) **HAVE YOU HAD ANY JOB TRAINING? FOR HOW LONG?**

65.a.|__|
b.|__|
c.|__|

	Months				
	No	3	3 - 6	6 - 9	9+
a. JOYAL					
b. Job Corps					
c. Other __________					
	0	1	2	3	4

---

66. Source of information (check only one.) 66.|__|

1_____Student or former student
2_____Parent/guardian
3_____Teacher/school personnel
4_____Adult service provider
5_____Other, please specify:________________
6_____Spouse, sibling, other relative

---

67. Total number of jobs held since date added to sample: _____ 67. |__|__|

68. Total number of jobs held since date added to sample, excluding jobs held at the time of entry into the sample: _____ 68. |__|__|

69. Total number of days employed since date added to sample: ______ 69. |__|__|__|

70. Total number of days employed since date added to sample, excluding the number of days employed at any job(s) held at the time of entry into the sample: ______ 70. |__|__|__|

Code "000" if the totals in questions 69 or 70 are less than one week.

Out of School Only:

71. Total number of days employed since June 10 of year of exit from high school, excluding the number of days employed at any job(s) held at the time of entry into the sample:_____ |__|__|__|

EMPLOYMENT HISTORY

Record all jobs held since date added to sample. Begin with the job held first after the date of entry into the sample.

Employer	Job Title	Part-time or full-time?	Date Started	Date Ended	# Weeks Employed	Start. Salary	Curr./ Final Salary

Date added to sample: ____________________

School ID: __________ Student ID: ____________________

Appendix C
The Effects of an Adapted Job Club Program on Job-Finding Performance of Learning Disabled Youth

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The Effects of an Adapted Job Club Program on Job-Finding Performance of Learning Disabled Youth

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Introduction

Unemployment has long been regarded as a serious social problem in the United States, but it has often been thought of as an "adult" problem. Parents and educators have recently become concerned with the role that schools should play in teaching students skills which relate to employment and community life. Although there have been relatively few follow-up studies that examined the employment experiences of individuals with learning disabilities (Horn, O'Donnell, & Vitulano, 1983), recent research on adolescents with learning disabilities clearly suggests that successful transition to post-high school options for these individuals may be highly problematic, especially for those who are not college bound (Zigmond & Thornton, 1985).

Two statewide follow-up studies have recently appeared in the literature. The population targeted by these studies was students with mild handicapping conditions, a large proportion of whom had learning disabilities (Mithaug, Horiuchi, & Fanning, 1985; Hasazi, Gordon, & Rose, 1985). While neither of these studies included control groups of students without handicaps in their design, their results provide important information regarding programs and practices which could have a positive effect on transition services for adolescents with learning disabilities. For example, Mithaug *et al.* reported that about two-thirds of their sample were working, but most were earning minimum wage or less, and a majority were employed in part-time jobs. Similarly, Hasazi *et al.* reported that first-year follow-up data on four successive cohorts of students with mild disabilities, many of whom were labelled learning disabled, showed employment rates that ranged from 44% to 57%. Of those who were employed, about one-third were working part-time. Another common element in both studies related to the way in which former students found their jobs. A large majority in both studies secured their work through a self/family/friend network. These findings suggested that an intensive job seeking curriculum that focused upon using a family-friends network, shoul be explored for use with youth who have learning disabilities.

The notion of systematically training unemployed individuals in the skill necessary to acquire jobs has intermittently appeared in the employmen training and rehabilitation literature for many years (Kelly, 1977; Ugland, 1977 Pumo, Sehl, & Cogan, 1966; Keil & Barbee, 1973; Kniepp, Vandergroot, & Lawrence, 1980). Curriculum processes described in these studies typicall range from one-hour slide/tape presentations to programs that last severa weeks. Focal areas include interview skills, application processing, and skill related to finding job leads. Results of these types of programs have bee generally positive, although the use of well-controlled research designs i demonstrating these positive results is virtually nonexistent.

An important exception to this absence of research orientation has bee the series of research studies conducted by Nathan Azrin and his colleague (Azrin, Flores, & Kaplan, 1975; Azrin & Philip, 1979) using a Job Clu curriculum. The general characteristics of this curriculum are that it is data based; is extremely intensive; focuses on treating job-hunting as a full-time jo emphasizes close supervision of the job-hunting process by trained counselor Research has shown Azrin's Job Club model to be an effective job-seekin intervention for adults; however, none of the studies conducted by Azrin an his colleagues have focused directly on youth, and no systematic testing of th program has been done with students who have handicaps.

The success of Azrin's work pointed to the need for curriculum options a the secondary level to prepare students with learning disabilities (LD) to loca and secure employment. For this reason, a research study was established t design and field-test a job-seeking skills curriculum with students labeled LD that was based on Azrin's Job Club model. Specifically, the goals of th research project were to develop this curriculum, hereafter referred to as th Adapted Job Club curriculum; to deliver the curriculum to integrated classes non-college bound students with and without LD at the secondary level; compare its effects with the job acquisition experiences of comparable grou of students with and without LD who did not receive the curriculum; and train a group of teachers in the most effective elements of the curriculum, a follow up a sample of their trainees.

The three dependent variables that were considered in this researc project were: 1) employment, 2) job offerings, and 3) salary obtained b students in both the experimental and control groups. Several measures we used to examine the effects of the job club intervention on employment. The were: elapsed time between the end of school and the beginning of full-tim employment for high school graduates; the amount of time required f students to find part-time or summer employment; elapsed time between jo or students who have found work, and quit or been fired; and overa percentage of days students were employed since leaving high school. At the end of the research project, the effects of the job club intervention on job offerings will be examined by measuring the number of job offerings obtained by students over a three-year period. The effects of the job club intervention on salary will also be examined by measuring the starting salary and overall average salary obtained by students over a three-year period.

Method

Research Design

During the first project year, an Adapted Job Club curriculum was developed and three high schools were selected as research sites. Within each school, subject pools of students with and without LD were identified. A stratified random selection procedure was used to assign equal numbers of students with and without LD to experimental and control groups.

Experimental group members received the Job Club curriculum and participated in a longitudinal follow-up study, while control group members participated in the follow-up study only. he purpose of the follow-up study was to test the long-term effects of the Job Club curriculum intervention. Telephone interviews were conducted with experimental and control group members at the conclusion of the first project year, and will continue for the duration of the project.

Development of the Adapted Job Club Curriculum

The Adapted Job Club curriculum was developed after careful review of Azrin and Besalel's Job Club Counselor's Manual (1980) and other job-seeking curricula (Farr, Gaither, & Pickrell, 1983; Kimeldorf, 1985; Mathews, Whang, & Fawcett, 1984; Veatch, 1982). Azrin's model was organized around full-day, two-week intensive training sessions which were held in an office or other non-school setting. In order to adapt this model to a typical school schedule, the format was changed to a six-week course which met four or five days per week for one class period.

Azrin and Besalel's manual was written to serve as a guide for job counselors who work with adults. Although the content of the Adapted Job Club curriculum is similar, it is primarily written to provide secondary-level teachers with detailed daily lesson plans as well as materials which are appropriate for students with learning disabilities. The curriculum is divided into eleven units, each of which contains a goal unit, enabling objectives, prerequisite skills, notes to the teacher, timelines, daily activities, vocabulary words, and student handouts and worksheets. Pre- and post-tests are included to measure the effectiveness of the curriculum in increasing student knowledge of job seeking, and data management procedures are provided so that both students and teachers may record individual and class progress through the course objectives and the job seeking process.

FIGURE 1. UNIT GOALS AND ACTIVITIES

UNIT I: Introduction

The student will become acquainted with the Job Club program by participating in an intake interview with the teacher, by attending a lecture which describes general program goals and format, and completing a pre-assessment measure designed to test the student's current level of understanding and performance in job-seeking skills.

UNIT II: Self-Assessment

The student will assess job-related skills by identifying 3 personal interests, 3 personal strengths, 3 educational or vocational skills, 3 work-related values, and 3 occupational choices.

UNIT III: Data Books and Application Forms

The student will compile personal, educational and work-related information in a Data Book and will independently transfer this information on to a real application form, with 90-100% of the blanks on the form filled out neatly, legibly and completely.

UNIT IV: The Mini-Resume

The student will use information gathered in Units I-III to complete a "mini-resume" that is accurate and legible.

UNIT V: The Resume

The student will use his/her Data Book, mini-resume, and resume models to complete a functional or chronological resume that concisely and clearly describes his or her work experience, education and background.

UNIT VI: Job Leads

The student will name (orally or in writing) at least 4 sources for job leads (e.g.: family and friends, the yellow pages, classified ads, and local employment agencies) and will begin a job leads log by identifying and recording at least 3 potential leads from each source.

UNIT VII: Telephone Contacts

The student will make a real or mock telephone call for each of the following situations: 1) contacting individuals to request assistance in obtaining job leads, and 2) contacting potential employers to arrange interview appointments, and will follow the steps outlined on the appropriate evaluation checklist for each situation with 80-100% accuracy.

UNIT VIII: Interviews

The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

UNIT IX: Letter Writing

The student will use models and checklists to write letters for each of the following situations: 1) a cover letter or letter of inquiry, and 2) a thank you letter to follow an interview, and will follow the steps specified in the checklist for each situation with 80-100% accuracy.

UNIT X: The Structured Job Search

The student will conduct a structured job search by employing job search strategies which result in at least 5 job-related contacts (on the telephone or in person) per week.

UNIT XI: Course Wrap-Up

The student will complete a post-assessment measure and a course evaluation.

In keeping with the original Job Club model, the Adapted Job Club curriculum is characterized by several key elements. Students are encouraged to use a self/family/friends network to identify job leads rather than focusing predominantly upon the classified ads. All facilities such as telephones, typewriters or typing services, photocopying, stationery, postage, and a work area are provided on site. A group or club delivery method is used to provide support and encouragement among job seekers. The teaching style used in the delivery of the curriculum is based on teaching methods which emphasize a directive manner, adherence to standardized procedures, and the use of positive reinforcement. New concepts are presented in small steps to students and rehearsed in highly structured practice sessions. Throughout the curriculum, both teachers and students are encouraged to focus on employment as the final and most important outcome of the course.

Content of the Adapted Job Club Curriculum

Figure 1 depicts an outline of the eleven unit goals contained in the Adapted Job Club curriculum.

Unit 1 is an introductory unit, which includes an intake interview and a pre-test. Job-related skills and interests are assessed through the use of checklists in Unit II. In Unit III, students compile personal data and learn the importance of filling out application forms legibly, correctly and completely. Students write mini-resumes and complete resumes in Units IV and V. Unit VI teaches students how to access job leads through their family and friends network and through the use of the Yellow Pages. In Unit VII, students role-play telephone calls to potential employer and individuals who may assist them in the job search. A major focus of the curriculum is interview skills, which ar introduced in Unit VIII. These skills are taught through discussions of steps for interview preparation, watching videotapes of peers in interviews, discussing and role-playing typical and difficult interview questions, and participating in a mock interview. Unit IX teaches students about the format, content, and use of business letters that may be written during a job search. Unit X, the Structured Job Search, is the culmination of the Job Club course, as students are expected to apply the skills they have learned previously to conduct an actual job search. Activities are individualized according to each student's need and rate of progress in the job search. Finally, students review course material and complete a post-test in Unit XI, the Course Wrap-up.

Site Selection

Site selection during the first year of the project was based on four main considerations: 1) support from school district administrators, 2) assurance that local determinations of students with the label "Specific Learning Disabilities" were made in accordance with state eligibility standards for this category, 3) location in a geographical area where sufficient jobs existed to test the effectiveness of the curriculum, and 4) evidence of adequate subject pools of students with and without LD from which to draw random samples of students.

Three high schools were selected as research sites for Year I. University of Vermont project staff members worked with administrators and teachers in each school to incorporate the class into the existing school curriculum and schedule. In two of the schools, the Job Club was established as a separate six-week class. LD students took the class in place of Resource Room programming, while non-LD students were recruited from study halls and non-categorical academic support programs. In the third school, the Job Club curriculum was taught as a unit in a basic skills English class. Students selected to participate in the project were scheduled into the class for the six week duration. The class was taught by project staff members in all three schools.

Student Selection

Intake interviews were conducted with students randomly selected for both the experimental and control groups. In order to be considered eligible for participation in the project, students needed to be at least 16 years of age, unemployed or working in a temporary job, not planing to go to college, willing to participate in the project, and able to obtain parent permission (if under age 18). Additionally, students considered for the experimental group needed to be available to participate in the Job Club class during the scheduled class time.

Student selection procedures at the three sites resulted in a sample of 70 students, 35 of whom were members of the experimental group and 35 of whom were control group members. Thirty-three members of the total sample were LD.

Projected Activities for Years II and III

During the second year of the project, the curriculum will be delivered by project staff members to students in four new sites. Follow-up interviews will be conducted with student participants from the first and second years.

At the end of the second year, teachers from at least six local school districts will be recruited and trained in the Adapted job Club curriculum. During the third project year, these teachers will deliver the curriculum to classes of approximately 10 students each, and will identify a control group for follow-up by University of Vermont project staff members. Follow-up interviews will be conducted with the entire sample during the third project year.

Results

The following findings should be viewed as preliminary since they represent only the data from the first round of follow-up telephone interviews in Year I. Further data points will be added during Years II and III and these data will eventually be collapsed and analyzed as a whole.

The results related to employment status indicate that 67% of all students were employed while 33% were unemployed. A comparison of the experimental and control groups shows that 54% were experimental group

TABLE 1. Employment Status at Time of Interview

TABLE 1

EMPLOYMENT STATUS AT TIME OF INTERVIEW

CONDITION	EMPLOYED n	EMPLOYED %	UNEMPLOYED n	UNEMPLOYED %	EMPLOYED MIN WAGE OR BETTER n	EMPLOYED MIN WAGE OR BETTER %	EMPLOYED SUB-MIN WAGE n	EMPLOYED SUB-MIN WAGE %	EMPLOYED SUBSIDIZED n	EMPLOYED SUBSIDIZED %	UNABLE TO FIND WORK n	UNABLE TO FIND WORK %
ALL	46	67	23	33	41	89	3	7	2	4	11	48
EXPERIMENTAL	25	54	10	43	24	59	0	0	1	50	3	38
CONTROL	21	46	13	57	17	41	3	100	1	50	8	62
EXPERIMENTAL	25	54	10	43	24	59	0	0	1	50	3	27
LD	12	48	5	50	11	46	0	0	1	100	3	100
NON-LD	13	52	5	50	13	54	0	0	0	0	0	0
CONTROL	21	46	13	57	17	41	3	100	1	50	8	73
LD	12	57	4	31	10	59	1	33	1	100	2	25
NON-LD	9	43	9	69	7	41	2	67	0	0	6	75

members, compared to 46% who were in the control group. Using a more stringent definition of employment, that is employment at a non-subsidized job at minimum wage or better, there appears to be a greater difference between the experimental and control groups with 59% in the experimental group compared to 41% in the control group.

The results related to assistance with job-finding indicate that the self-family-friend network was most commonly used. Thirteen percent of students found jobs by themselves, 48% were assisted by parents or relatives, and 28% were assisted by friends.

TABLE 2. Who Helped You Find Your Job?

CONDITION	BY MYSELF		PARENTS/ RELATIVES		TEACHER		FRIEND/ ACQUAINTANCE		FRIEND FROM JOB CLUB		UNSOLICITED OFFER	
	n	%	n	%	n	%	n	%	n	%	n	%
ALL	6	13	22	48	2	4	13	28	2	4	3**	7
EXPERIMENTAL	3	50	11	50	2	100	7	54	2	100	1	33
CONTROL	3	50	11	50	0	0	6	46	0	0	2	67
EXPERIMENTAL	3	50	11	50	2	100	7	54	2	100	1	33
LD	1	33	6	55	2	100	4	57	0	0	0	0
NON-LD	2	67	5	45	0	0	3	43	2	100	1	100
CONTROL	3	50	11	50	0	0	6	46	0	0	2	67
LD	2	67	6	55	0	0	3	50	0	0	2	100
NON-LD	1	33	5	45	0	0	3	50	0	0	0	0

---

*46 STUDENTS WERE EMPLOYED.

**WILL TOTAL MORE THAN 46 DUE TO TWO STUDENTS USING MULTIPLE METHODS.

The results related to the number of hours worked per week show that 54% of all students were employed full-time. This group was almost equally divided between experimental and control group members.

TABLE 3. Hours Worked Per Week at Time of Interview

CONDITION	FULL-TIME 37.5 HRS+		PART-TIME 21-37 HRS		PART-TIME LESS THAN 21 HRS	
	N	%	N	%	N	%
ALL	25	54	13	28	7	15
EXPERIMENTAL	13	52	4	31	7	100
CONTROL	12	48	9	69	0	0
EXPERIMENTAL	13	52	4	31	7	100
LD	8	62	2	50	2	29
NON-LD	5	38	2	50	5	71
CONTROL	12	48	9	69	0	0
LD	8	67	4	44	0	0
NON-LD	4	33	5	56	0	0

---

*46 STUDENTS WERE EMPLOYED.

The results related to starting salary obtained indicate that, of students with starting salaries in the $3.46 to $5 range, 67% were experimental group members while 33% were control group members. Of students earning less than minimum wage, 80% were control group members, while 20% were experimental group members.

TABLE 4. What Was Your Starting Salary?

TABLE 4

WHAT WAS YOUR STARTING SALARY?*

CONDITION	$.01-$3.45		$3.45 (MIN)		$3.46-$5.00		$5.01 +		"BY THE JOB"	
	N	%	N	%	N	%	N	%	N	%
ALL	5	11	9	20	27	59	4	9	1	2
EXPERIMENTAL	1	20	4	45	18	67	1	25	1	100
CONTROL	4	80	5	55	9	33	3	75	0	0
EXPERIMENTAL	1	20	4	45	18	67	1	25	1	100
LD	1	100	1	25	9	50	0	0	1	100
NON-LD	0	0	3	75	9	50	1	100	0	0
CONTROL	4	80	5	55	9	33	3	75	0	0
LD	2	50	3	60	5	55	2	67	0	0
NON-LD	2	50	2	40	4	45	1	33	0	0

---

*46 STUDENTS WERE EMPLOYED.

The results related to school status at the time of the interview indicate that 9% of the sample were sophomores, 22% were juniors, 19% were seniors, 44% were high school graduates, and 7% had dropped out of high school.

TABLE 5. School Status at Time of Interview

CONDITION	TOTAL		SOPHOMORE		JUNIOR		SENIOR		GRADUATED		DROPPED OUT (UNDER 18)	
	n	%	n	%	n	%	n	%	n	%	n	%
ALL	69	100	6	9	15	22	13	19	30	44	5	7
EXPERIMENTAL	35	51	2	33	8	53	8	62	13	43	4	80
CONTROL	34	49	4	67	7	47	5	38	17	57	1	20
EXPERIMENTAL	35	51	2	33	8	53	8	62	13	43	4	80
LD	17	49	0	0	5	63	4	50	5	38	3	75
NON-LD	18	51	2	100	3	37	4	50	8	62	1	25
CONTROL	34	49	4	67	7	47	5	38	17	57	1	20
LD	16	47	2	50	6	86	2	40	5	29	1	100
NON-LD	18	53	2	50	1	14	3	60	12	71	0	0

Discussion

The Adapted Job Club Curriculum was developed during the Fall of 1986. The curriculum was implemented in three high schools during Spring, 1987. Course evaluations by student participants indicated a high degree of satisfaction with the program. Follow-up telephone interviews were conducted in June, 1987. Preliminary findings show that there was no significant difference in employment status between LD and non-LD experimental or control groups. However, students in the experimental group were more likely to be employed than students in the control group. Starting salaries for students in the experimental group were higher than for control group members, while students earning less than minimum wage were more likely to be members of the control rather than the experimental group. Again, there were no significant differences between LD and non-LD students. These findings indicate that the Adapted Job Club curriculum may have the potential to increase the employment rate for students with and without LD at the secondary level. By increasing students' knowledge of job-seeking strategies, employment status and starting salary, the Adapted Job Club curriculum may have the potential to improve the quality of students' transition from school to work and community life.

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job club

TEACHER TRAINING

MANUAL

by Katie Allen & Angela Patten

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Burlington, Vermont 05405

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INTRODUCTION

This training manual has been written as a guide for teachers who will be using the Adapted Job Club Curriculum as a job search intervention for learning disabled and non-learning disabled students in high schools and vocational centers. It is especially geared to those who will be using the curriculum as part of the "Job Club" research study housed in the Department of Special Education, Social Work, and Social Services at the University of Vermont. The purpose of the study is to determine the effectiveness of the Adapted Job Club Curriculum in promoting job acquisition for students with learning disabilities. The project, funded by the Office of Special Education and Rehabilitation Services, began in September, 1986 and will continue through September, 1989.

During the first year of the project the curriculum was developed and field-tested at three high schools. Follow-up interviews were conducted with project participants for the purpose of measuring employment outcomes and related variables for students who received instruction in the curriculum. A control group of students who did not receive instrution in the Job Club curriculum was also followed-up.

The curriculum was taught to four new groups of students at two high schools and two vocational centers during the second project year. Student participants from Year II were added to the follow-up study, and follow-ups continued with Year I participants. Year II project activities also included the development of this training manual and the workshop in which it is to be used.

During the third project year, teachers who have completed the training workshop will work with staff members from the University of Vermont to implement the curriculum and establish their schools as research sites. UVM staff members will conduct follow-up interviews with the students at each site and will analyze data collected over the three years to make final conclusions about the effectiveness of the program.

This training manual has been divided into four parts in order to acquaint teachers with all aspects of the research project and curriculum. Part I provides background information on the research project, including project goals, the research design, a rationale for the development of the Adapted Job Club Curriculum, and a description of Nathan Azrin's original job club model and the adaptations made to it. The Adapted Job Club Curriculum is described in detail in Part II of the manual. This section includes the format and organization of the units, data management systems, and an outline of unit goals and activities. Part III discusses the tasks involved in setting up a Job Club program, including establishing the class as a separate entity or as part of an existing class, scheduling the class, and selecting and recruiting students. Teacher and UVM staff responsibilities are discussed in Part IV, Implementation of the Job Club Progam. This section covers the teaching, data collection, evaluation and follow-up phases of the project.

In addition to reading this manual, teachers will need to study the Adapted Job Club Curriculum Guide, which describes the content and activities of the Job Club class in great detail. Selected articles and workshop activities will also enhance the teacher's understanding of the curriculum and the research project. Finally, in actually teaching the curriculum teachers will have the opportunity to put their knowledge into practice and discover the challenge of helping students to become better job seekers.

PART I:

BACKGROUND AND INTRODUCTION TO THE JOB CLUB RESEARCH PROJECT

Unemployment has long been regarded as a serious social problem in the United States, but it has often been thought of as an "adult" problem. A shift has occurred more recently as parents and educators have come to emphasize the school's role in teaching students skills which relate to employment and community life. Job-seeking skills are thus seen as an important component in a school curriculum that embraces the philosophy that students should be taught skills which foster independence, responsibility, and success in the transition from school to the world of work. It is worth remembering that the average American changes jobs a number of times in his or her lifetime and these skills are needed to equip students for future job-seeking as well as for the transition period following high school.

The notion of systematically training unemployed individuals in the skills necessary to acquire jobs has intermittently appeared in the manpower training and rehabilitation literature for many years (see Kelly, 1977; Ugland, 1977; Pumo, Sehl, & Cogan, 1966; Keil & Barbee, 1973; Kneipp, Vandergroot, & Lawrence, 1980). Curriculum processes described in these studies typically range from one hour slide/tape presentations to programs that last several weeks. Focal areas include interview skills, application processing, and skills related to finding job leads. Results of these types of programs have been generally positive, although the use of well-controlled research designs in demonstrating these positive results is virtually non-existent.

An important exception to this absence of research orientation has been the series of research studies conducted by Nathan Azrin and his colleagues (Jones & Azrin, 1973; Azrin, Flores, & Kaplan, 1975; Azrin & Philip, 1979; Azrin, Philip, Thienes-Hontos, & Besalel, 1980) using a Job Club curriculum. Although Azrin's model has been successful, none of his studies or those of his colleagues have focused directly on youth or on handicapped individuals.

This Adapted Job Club curriculum was written as part of a research grant to systematically test the effectiveness of using such an approach with learning disabled and non-learning disabled students who are not college bound; however, it is believed that the approach may be generalizable to secondary level populations as a whole. It is an intensive six-week program that helps job seekers find employment through development of job-seeking skills and a structured job search. The curriculum was designed for use in an integrated classroom setting which includes learning disabled and non-learning disabled students.

Goals of the Research Project

Specifically, the objectives of this research grant were to a) develop an Adapted Job Club curriculum; b) teach the curriculum to learning disabled and non-learning disabled students; c) compare its effects with the job acquisition experiences of comparable groups of learning disabled and non-learning disabled general education students who have not received this curriculum; c) train a group of teachers in what appear to be the most effective elements of this curriculum, and follow up a sample of their trainees; e) evaluate the effectiveness of the curriculum; and f) disseminate the results of this research at state, regional, and national levels.

Some of the research questions that this project attempts to examine are: 1) how the Job Club program influences the length of time it takes a student to find full-time employment; 2) the amount of time it takes a student to find summer work or part -time work during the school year; 3) the time between jobs for students who have found work and quit or been fired; 4) the percentage of time employed since leaving school; 5) the number of job offers received by students; and 6) the beginning-level salary and overall average salary acquired.

Research Design

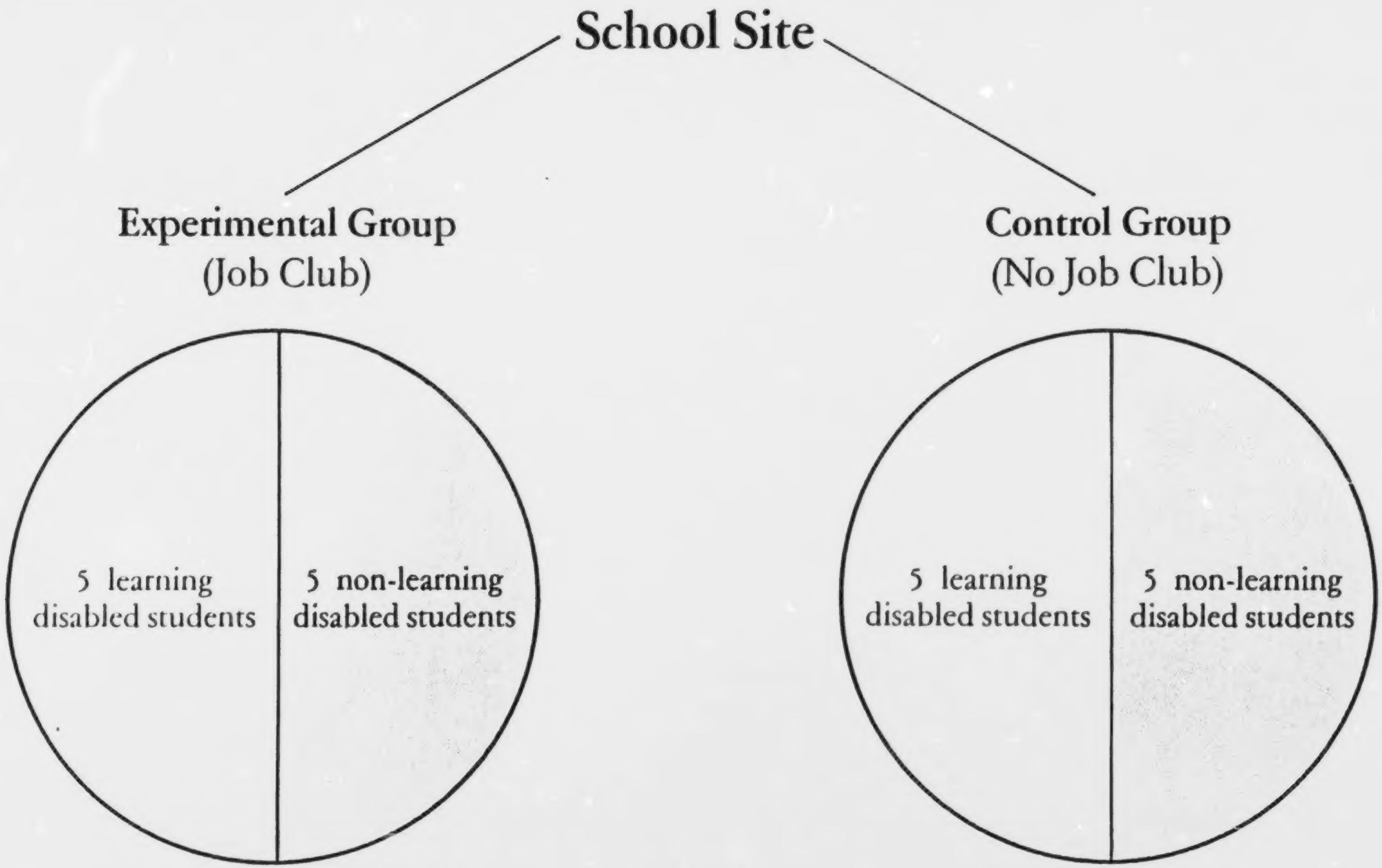
The research design involves the use of an experimental and a control group. These groups are made up of five learning disabled and five non-learning disabled students. The experimental group participates in the course and in the follow-up survey. The control group is also followed up but does not receive the curriculum. [See Table I for an illustration of this design.]

In order to be considered for inclusion in either an experimental or control group, students must be

1. 16 years or older,
2. currently unemployed or employed in a job which is considered to be temporary,
3. non-college bound or planning to work during college,
4. willing to participate in the Job Club class and/or follow-up study, and
5. able to obtain parent permission for participation in the study, unless age 18 or over.

In addition, students who are considered for an experimental group must be available to take the Job Club class at the scheduled time.

TABLE I


School Site
Experimental Group
(Job Club)
Control Group
(No Job Club)
5 learning disabled students
5 non-learning disabled students
5 learning disabled students
5 non-learning disabled students

A longitudinal follow-up component is included in this research project so that the effects of the Job Club curriculum can be measured over time. This will be accomplished through follow-up telephone interviews with students who will be contacted throughout the three project years.

In the first year of the project, three schools participated with a total of 70 students, 35 of whom received instruction in the Adapted Job Club curriculum and 35 of whom were members of control groups. Four schools participated in the second year of the project, and approximately 70 students were involved.

Rationale for Developing and Researching an Adapted Job Club Curriculum

Although the Job Club program is intended to be used with students both with and without learning disabilities, the data base which supports the need for such a curriculum comes largely from the special education field. Recent research findings indicate that adolescents with learning disabilities who do not attend college after high school can expect higher initial rates of unemployment (Hasazi, Gordon & Roe, 1985), and a greater need for vocational counseling and rehabilitative services than their non-handicapped peers (Fafard & Haubrich, 1981; Polloway, Smith & Patton, 1984).

Research also indicates that students who have work experience during high school are more likely to be employed after school. In their statewide follow-up study of four successive cohorts of mildly handicapped students, a large proportion of whom were learning disabled, Hasazi et. al reported first-year employment rates ranging from 44% to 57%. Of those employed, about one-third were working part-time. A similar follow-up study (Mithaug, Horiuchi, & Fanning, 1985) reported that about two thirds of their sample were working, but most were at or below minimum wage, and a majority were employed in part-time jobs. Another common element of the two follow-up studies was found in the data indicating how employed sampled students found their jobs. A large majority in both studies secured their work through a self-family-friend network. This result is consistent with findings that 66% of employed people in the United States find jobs through friends, relatives or acquaintances (Jones and Azrin, 1973).

The Original Job Club Model

In recent years, a number of job-finding interventions have appeared in educational literature (Azrin & Besalel, 1980; Kimeldorf & Tornow, 1984; Mathews, Whang, & Fawcett, 1984). Many of these interventions are based on the work of the behavioral psychologist Nathan Azrin, who developed the job-seeking program outlined in the Job Club Counselor's Manual. This program is extremely intensive, and focuses on treating job-hunting as a full-time job. In Azrin's model, developed for use in vocational rehabilitation, the Job Club meets for half-day sessions over a two-week period. Job-seekers spend the remainder of the day following up on job leads and actively pursuing jobs.The setting in which the Job Club training occurs is an office or non-school area. All supplies and facilities, such as telephones for making phone calls to employers, are located in the office. Azrin advocates the use of job-seeking methods which: 1) emphasize an actual job search as opposed to the teaching of pre-employment skills, 2) teach job-seekers to utilize the self-family-friend network, and 3) use a group and "buddy" system to provide the support, motivation, and rewards often lacking in a process that is typically demoralizing and discouraging.

The most important feature of the behavioral method of counseling followed in the Job Club program is that the teacher or trainer demonstrate a positive attitude with job seekers. Azrin mentions the necessity of creating an atmosphere in which group members support one another, share job leads, and in general work together to make job-seeking a more enjoyable experience. He also emphasizes the importance of treating job-seekers as adults engaged in the "job of looking for a full-time job."

Adaptations to the Original Job Club Model

Research has shown Azrin's Job Club model to be an effective job-seeking intervention for adults; however, no systematic testing of this program has been completed with high school age students who have handicaps. The Adapted Job Club curriculum developed for this research project thus attempts to use principles and methods developed by Azrin in a curriculum that is appropriate for students at the high school level, some of whom are learning disabled. Adaptations and additions made to Azrin's Job Club program include: a re-structuring of the content into eleven units which are written in objective form with criteria for mastery; the inclusion of activities which appeal to high school level students and may be completed within the time frame of a typical school day, as opposed to the half-day workshop approach of the original Job Club; a reading level geared to students who may have reading problems; and the use of examples and activities which are familiar to and appeal to high school level students. A major focus of the curriculum is social skills training since this is an area where many people, both learning disabled and non-learning disabled, have difficulty. The ability to make telephone calls to employers, present oneself at an interview, maintain eye-contact with an interviewer, carry on a conversation, and describe skills and abilities, are all skills needed for job-seeking.

PART II:

THE ADAPTED JOB CLUB CURRICULUM

The adaptations made to Azrin's original Job Club model have resulted in a curriculum that can be readily used in a high school or vocational setting. The following discussion highlights some of the key elements of the curriculum and gives an outline of the eleven unit goals and related activities.

Course Format

The basic format of the curriculum is a six week course. The first three to four weeks are devoted to skill development and the last two to three weeks focus on a structured job search. In order to cover the entire curriculum during the six weeks, it is usually necessary to teach some skills concurrently with the job search. Classes meet four to five days per week for 45-minute periods. Specific skills covered in the first nine units include identifying personal interests and career choices, compiling personal, educational and work-related information, completing application forms, and writing resumes. During the last two to three weeks of the course, students apply these strategies in a structured job search. With assistance and support from the teacher and members of the class, they make personal and telephone contacts, answer help wanted ads, arrange interview appointments, and attend a number of job interviews. Students who have already obtained employment may use the class as a forum for discussing any problems that arise on the job or they may assist the other members of the class to find employment.

Organization of Units

Each of the eleven units follows a similar format, which is summarized as follows:

1. Unit Goal: A unit goal has been develcped for each of the instructional units. Each goal is further broken down into enabling objectives.

2. Enabling Objectives: The enabling objectives list steps that the student needs to follow in order to master the unit goal. All students should be given the opportunity to master each objective. The objectives and corresponding activities have been geared toward students who may experience difficulties in learning; however, it is sometimes necessary to make further adaptations to account for individual differences among learners. Suggestions for

some accommodations are made within the curriculum; others may be added as the teacher sees fit.

3. Prerequisite Skills: A list of prerequisite skills is given for each unit. These generally include completion of preceding units and basic academic skills.

4. Notes to the Teacher: Background information and special instructions for implementation of unit activities are included in the "Notes to the Teacher." Further information on a particular subject may be found by consulting the list of sources used in the development of each unit. This list is found in Appendix G of the curriculum.

5. Suggested Timelines: A timeline is provided for each unit showing the anticipated number of days required to teach it. The activities and objectives which are likely to be completed on a given day are also noted. Some classes tend to move faster or slower than the timeline suggests. The teacher should feel free to adjust his/her pace accordingly as long as it does not cause the total course completion time to deviate significantly from the six week format.

6. Activities: At least one related activity is provided for each enabling objective. Each activity contains a

description of the activity, a materials list, a teaching/learning procedure, and copies of any teacher guidelines and/or student handouts and worksheets which accompany the activity. Vocabulary lists are also included for selected activities. In some cases, optional or alternative activities are provided for students who would benefit from different or additional instruction.

7. Vocabulary words and glossaries: Vocabulary words are included in activities where it is likely that a number of the terms being used will be new to most students. Prior to teaching an activity, the teacher should check to see whether or not students understand the vocabulary words. It may be helpful to list them on the chalkboard. Glossaries which list all of the words covered in a particular unit are included at the end of that unit. These should be distributed to students and placed in their notebooks along with other unit materials.

8. Appendices: Eight appendices follow the units in the curriculum guide. These contain forms and information which are used throughout the curriculum. References to the appendices will be made in this section of the training manual. It may be helpful to consult the curriculum guide when the appendices are discussed.

Data Management

Data sheets are provided so that the teacher and students may record data gathered on several aspects of the course.

Students are responsible for recording their progress through course objectives, the number of job contacts that they make, and the number of interviews that they attend. Teachers are responsible for monitoring the students' data collection procedures, taking daily attendance, and keeping data on the progress of the class as a whole through course objectives. In addition, the teacher should give feedback on the students' progress by completing the interim and final progress reports included in the curriculum. A description of each of the data collection procedures follows:

> Completion of Course Objectives (Individual): Each student is responsible for recording data on his/her progress through the course objectives. A data sheet is provided in Appendix A for this purpose. For each unit, the numbered objectives along with brief descriptions are listed.
>
> The student is to fill in the date of completion of each objective. Some students will need assistance in determining which objectives have been met on a given day. Spaces are provided for the teacher to add comments or grades (when given) and to initial the data to indicate agreement with the student's account of his/her progress. Students' data sheets should be updated on a daily basis to ensure that

all information is current and feedback is given regularly. Data sheets should be kept in the front of students' notebooks for easy access.

Completion of Course Objectives (Collective): The data sheet in Appendix B is provided for the teacher to record data on all students' progress through the course objectives. Each student's name is to be written at the top of the sheet. The teacher refers to each student's individual course objective data sheet to record the date when class members completed the objectives. When given, grades or numerical scores should be recorded in the same space. This task may be completed on a daily or weekly basis.

Daily Attendance: A form for recording daily attendance is found in Appendix I. Class dates are written in the boxes in the top row of the sheet. Students names are written in the left-hand column. The teacher should record a "+" if the student is present for class, and a "0" if he/she is absent.

Number of Job Contacts Made: Students will collect this data during the structured job search outlined in Unit X. A sample data sheet is provided in the unit. This sheet should be made into a poster-sized data sheet and displayed in a central location in the classroom. Students will use the sheet on a daily basis to record the date of job contacts made since the previous class.

Number of Interviews Attended: This data will also be collected by the students during the structured job search. Each student will use the poster-sized sheet when needed to record the date of interviews attended. See Unit X for a sample data sheet.

Grades and Progress Reports: Grades are given twice during the Job Club course to provide students with an additional source of feedback. Interim and final progress report forms are included at appropriate points in the curriculum for this purpose. A suggested grading procedure follows:

1. In-class work: Obtain a numerical grade based on a possible 100 points for in-class work by taking the average of all graded written work. The application form test should be counted twice so that it is weighted more heavily than quizzes.

2. Classroom participation: Assign a numerical grade based on 100 points which takes into account the student's oral contributions to class, apparent effort, and evidence of completion of in-class and homework assignments.

3. Attendance: Obtain a numerical grade by dividing the number of days the student attended class by the number of days that class was in session and multiplying the resulting number by 100.

4. Final grade: Obtain a numerical grade by averaging the grades obtained for in-class work and classroom participation, or in-class work, classroom participation, and attendance. Schools and teachers differ on their policies toward including attendance in the final grade; teachers should follow the usual school policy in this regard. The school's existing letter grade system should be used to determine a final letter grade.

Each student should receive a copy of his/her grade report, and one should be kept for the teacher's records. In addition, the teacher may wish to send copies to the students' parents or to other teachers for whom the information would be appropriate.

Facilities and Materials

The Job Club model stresses the importance of providing all facilities and supplies to job seekers, including telephones, resource materials (such as telephone directories and newspapers), and typing and copying services. This eliminates the possibility of

job seekers missing out on potential jobs because of a lack of typing skills or money for copying, telephones, etc.
The Job Club class should be held in a separate classroom or conference room which is of adequate size for the class and contains a chalkboard. A telephone line which will be available for students' use should be installed in the classroom or a room may be chosen which is near an existing telephone. Some teachers prefer to have the telephone in the classroom since this precludes any need for supervision in other areas; on the other hand, students often feel more comfortable using a telephone which is located in a more private area.

Materials needed for specific activities are listed at the beginning of that activity. The teacher should check materials lists in advance to be certain that all materials will be available for use on the scheduled day of the activity. This is especially important in Units I and VIII, which call for the use of video equipment.

Each student will need a notebook in which he/she can organize class materials, and a file folder or envelope to be used for carrying paperwork to interviews. Students should receive their notebooks on the first day of class, along with an explanation of how to use the notebook and the individual data collection sheet. Handouts, worksheets, tests, quizzes, and other materials are to be added to the notebooks on a daily basis as the course progresses. Upon completion of the course, students should take their notebooks home to use for reference during future job searches.

The teacher may also find it helpful to start a Job Club notebook for his/her personal use. Notebook sections may be organized to include: attendance records, records of parent permission and student consent, copies of initial interview forms, course data, curriculum evaluation forms, a daily log of activities, and miscellaneous notes.

Curriculum Evaluation

The curriculum evaluation form in Appendix C allows the teacher to evaluate the Job Club curriculum as it is being taught. The form lists objective numbers and brief descriptions of each objective for each unit. The teacher should evaluate each objective after teaching it and note whether or not he/she believes the objective should be retained as written, omitted from the curriculum sequence, or modified in some way. In cases where it is felt that modifications are in order, the teacher should specify whether a change needs to occur in the content of the objective or the suggested manner of delivery. A space for comments is provided.

Students will complete a course evaluation form on the last day of class. They are asked to rate various components of the Job Club class on a scale of 1 to 5, and to make general comments about the program. These evaluation measures will help teachers and UVM staff members to evaluate program strengths and weaknesses and to plan for future changes.

Vermont Employability Competencies

Students who complete the Adapted Job Club Curriculum will simultaneously complete the requirements for at least eight of the pre-employment competencies known as the Vermont Employability Competencies. These competencies have been developed by Vermont's Department of Education and the Department of Employment and Training. Competencies 1-3 and 5-9 are specifically addressed in Units II-X of the Adapted Job Club Curriculum. Some students may also meet the criteria specified in the Vermont Competencies 4 and 10 through participation in the program. Students who are currently or may in the future be enrolled in state and/or federal employment programs such as those funded by the Department of Employment and Training or the Job Training Partnership Act (JTPA) should retain their copy of completion of course objectives as verification of attainment of the corresponding Vermont Employability Competencies. See Appendix D for a copy of the latter.

Answer Keys

Answer keys for the pre and post-tests, application form test, and four unit quizzes are found in Appendix E.

Outline and Description of the Eleven Instructional Units

The following outline and description of the eleven instructional units is intended to serve only as an overview of the curriculum. It is important that teachers become further acquainted with the curriculum through a careful reading of each unit and participation in the teacher training workshop.

UNIT I: Introduction

Unit Goal:

The student will become acquainted with the Job Club program by participating in an intake interview with the teacher, by attending a lecture which describes general program goals and format, and completing a pre-assessment measure designed to test the student's current level of understanding and performance in job-seeking skills.

Description of unit activities:

Unit activities include the intake interview, which takes place prior to the start of class; an opening lecture on the Job Club course; a pre-test; and an introductory videotape on the job seeking process. These activities will provide the teacher with background information on the students' prior work experiences, as well as baseline information on their knowledge of job seeking skills.

UNIT II: Self-Assessment

Unit Goal:

The student will assess job-related skills by identifying 3 personal interests, 3 personal strengths, 3 educational or vocational skills, 3 work-related values, and 3 occupational choices.

Description of unit activities:

Job-related skills are assessed through the use of checklists. Students' responses help them to focus their job interests, and help the teacher get to know the class better. The checklists are also useful in later units when students begin to write mini-resumes and resumes, as they provide a vocabulary for describing students' interests, strengths, and weaknesses.

UNIT III: Data Books and Application Forms

Unit Goal:

The student will compile personal, educational and work-related information in a Data Book and will independently transfer this information on to a real application form, with 90-100% of the blanks on the form filled out neatly, legibly and completely.

Description of unit activities:

This unit helps students compile personal data and learn how to fill out application forms. Data books are small books which students fill in with personal data and then use to transfer information to application forms. In one activity, students act as employers and make a hiring decision based on the appearance and content of three application forms. An application form test is given to assess students' abilities to complete an application form independently.

UNIT IV: The Mini-Resume

Unit Goal:

The student will use information gathered in Units I - III to complete a "mini-resume" that is accurate and legible.

Description of unit activities:

In this unit, students design their own "mini-resumes." The mini-resume is a short form of a resume, typed on an index card, which typically lists the student's name, address, previous work experience, availability, and personal qualities. Mini-resumes may be attached to application forms, handed out to potential employers or people who will act as references, posted on bulletin boards, etc. Many students do not need resumes for the types of jobs they are applying for, but they find the mini-resume to be a useful and professional-looking job search tool.

UNIT V: The Resume

Unit Goal:

The student will use his/her Data Book, mini-resume, and resume models to complete a functional or chronological resume that concisely and clearly describes his or her work experience, education and background.

Description of unit activities:

Students learn how to expand their mini-resumes into basic one page resumes. The resume models provided attempt to show students how a professional-looking resume can be written even when one does not have extensive work experience. Typing and copying services are provided to students so that they do not have to spend class time on clerical activities.

UNIT VI: Job Leads

Unit Goals:

The student will name (orally or in writing) at least 4 sources for job leads (e.g.: family and friends, the yellow pages, classified ads, and local employment agencies) and will begin a job leads log by identifying and recording at least 3 potential leads from each source.

Description of unit activities:

Unit VI introduces students to the concept of job leads and discusses methods for accessing the sources of the leads. Students are encouraged to explore the "hidden job market" through their family and friend network. In addition, they are taught how to use the yellow pages, classified ads, and local employment agencies as sources of job leads. Students begin a job leads log at this time, which helps them to organize information on job contacts and potential jobs. They are encouraged to continue making additions to the log throughout the course and to put it to use during the structured job search.

UNIT VII: Telephone Contacts

Unit Goal:

The student will make a real telephone call for one of the following situations: 1) contacting individuals to request assistance in obtaining job leads, or 2) contacting potential employers to arrange interview appointments. Students will follow the steps outlined on the appropriate evaluation checklist for each situation with 80-100% accuracy.

Description of unit activities:

This unit utilizes role-playing situations to teach students how to use the telephone to contact potential employers or individuals who may be able to assist them in the job search.

After rehearsing the steps involved in making these calls, students identify someone from their job leads log whom they will telephone in the presence of an evaluator.

UNIT VIII: Interviews

Unit Goal:

The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

Description of unit activities:

Interview skills are taught through discussions of steps for interview preparation, watching videotapes of people being interviewed, discussing and role-playing typical and difficult interview questions, and participating in a mock interview. The mock interview situation is a challenging but exciting one for most students, as guest interviewers are brought in to conduct the interviews and sessions are videotaped. The feedback given to students through written comments and playbacks of the videotape can be invaluable in helping students to understand how they portray themselves during this all-important step in the job search process.

UNIT IX: Letter Writing

Unit Goal:

The student will use models and checklists to write a business letter for one of the following situations: 1) a cover letter or letter of inquiry, or 2) a thank you letter to follow an interview, and will follow the steps specified in the checklist for each situation with 80-100% accuracy.

Description of Unit Activities:

In this unit, students learn about different types of business letters that may be written during a job search. The format and content of such letters are discussed using models and checklists. Students are required to write at least one letter which could be used during a job search.

UNIT X: The Structured Job Search

Unit Goal:

The student will conduct a structured job search by employing job search strategies which result in at least 5 job-related contacts (on the telephone or in person) per week.

Description of unit activities:

This unit is the culmination of the Job Club course, as students are asked to apply the skills they have learned previously to conduct an actual job search. Activities are individualized according to each student's needs and rate of progress in the job search. Sample activities include: completing applications, using the telephone to contact employers to request or arrange interview appointments, checking newspaper ads, updating job leads logs, writing letters, preparing materials for interviews, and completing after-interview checklists. Individual activities are also provided for students who have found jobs during the course.

UNIT XI: Course Wrap-Up

Unit Goal:

The student will complete a post-assessment measure and a course evaluation.

Description of unit activities:

Students review course material by playing a version of the television game show "Jeopardy." A post-test is given to measure gains made in knowledge of course concepts. Finally, students complete a course evaluation which is designed to elicit their impressions of the strengths and weaknesses of the course.

PART III:

ESTABLISHING A JOB CLUB PROGRAM IN A HIGH SCHOOL OR VOCATIONAL CENTER SETTING

Before the Job Club class can begin, a good deal of work needs to go into establishing the program in a high school or vocational center setting. The major tasks involved in setting up the program include 1) establishing the class as a separate entity or as part of an existing program or class, 2) scheduling the class and scheduling students into the class, and 3) selecting and recruiting students. Schools participating in the research study will be assigned a UVM staff member who will provide technical assistance throughout this phase of the project.

Establishing the class

The curriculum may be integrated into a high school or vocational program in a number of different ways. Five options which have been used or suggested for use in high schools or vocational programs are described below. Other options are also presented, although these may not be acceptable for schools wishing to participate in the research aspect of the Job Club program. These schools should be sure to check their proposals for establishing a Job Club class with a UVM staff member before proceeding with the program.

Option #1:

The Job Club class may be offered in place of a resource room or other academic support program, or a study hall. If this option is chosen, it is usually easiest to identify a period during the school day when a large number of students with learning disabilities are enrolled in a resource room or similar program. Special education teachers will need to be sure that the Job Club program is compatible with the IEP goals of these students. Students who are not labeled learning disabled may take the class in place of a study hall or free time scheduled for the same period.

If possible, credit should be offered for class participation as this can enhance students' motivation to attend class and to secure employment through the program. Most school marking periods are eight to ten weeks long; thus, the six weeks that it takes to complete the Job Club class occupies nearly one marking period. Students may therefore receive the amount of credit usually given for a class lasting one marking period. The grade earned for the Job Club class then becomes the student's grade for that marking period or may be averaged in with other grades given during the marking period. Grades may be given even when school policy does not allow for credit to be awarded for the Job Club class, although in this case they will not be counted in the students' official grade reports.

Option #2:

A second option is to offer the Job Club program as a separate one-credit course for both students labeled learning disabled and those not labeled learning disabled. This format is similar to option #1, except that the Job Club class is offered in addition to, rather than in place of, resource room or similar programs. The class may be taught by a special or regular education teacher, but it is not considered a special education class per se. The advantages of this approach are that students may be scheduled into the class well in advance of the start-up date of the program, students will automatically receive academic credit for class participation, grades will be included in the students' transcripts, and the class will be perceived as a regular class rather than a special education program. The disadvantages are that it may be difficult to establish a one-credit course and to schedule in the appropriate numbers of students with and without learning disabilities.

Option #3:

Option #3 involves teaching the Job Club class as part of the curriculum sequence in a regular class which includes both students with and without learning disabilities. For example, during the first year of the project the Job Club class was included as a unit in an English class of 19 students, about half of whom were labeled learning disabled. This option may offer the advantage of a greater sense of continuity for both teachers and students, especially if it is tied in with the curriculum units preceding and following it. Another advantage is that such classes always offer credit to students who complete course requirements; thus, credit is automatically given for successful completion of the Job Club course and grades are counted toward students' quarter grades.

One drawback of this option is that it may be difficult to identify an existing class which includes five or more students identified as learning disabled. If this is the case, it will be necessary to reschedule some students to achieve the required numbers of learning disabled and non-learning disabled students.

Option #4:

Vocational centers wishing to offer a Job Club class may find scheduling particularly difficult since students typically spend three to four class periods a day in vocational classes. One possibility is to offer the Job Club class for 45 minutes during the students' vocational class periods. The rationale for doing so is that the content of the course is particularly relevant for vocational students, and that the time spent away from specific skill training in vocational classes is justified when one considers that vocational skills are of little use if students cannot find employment in their areas of expertise. Grades obtained in the Job Club class may be included in the students' quarterly grade for vocational education.

If additional students are needed to meet the quotas of learning disabled and non-learning disabled students specified in the research design, they may take the Job Club class in place of study halls or free periods. If possible, these students should also receive academic credit for participation in the program.

Option #5:

Vocational centers may also wish to explore the possibility of offering the Job Club class to students who do not have an opportunity to participate in co-op programs. Co-op programs are usually offered to a select group of students during the last few months of school. Students with learning disabilities or other mild academic problems are often not eligible for co-op experiences. The Job Club class appears as a worthwhile alternative for these students, and the arrangement solves the usual problem of locating enough students with learning disabilities who are available to take the course. Vocational centers choosing this option should be prepared to offer academic credit for participation in the Job Club class in place of the credit normally given for participation in vocational education or co-op experiences, and should count grades earned in the Job Club class in quarterly grade reports.

Other options:

The options described above all conform to the research design and goals of this particular Job Club project. It is important to note, however, that alternatives exist which are more similar to Azrin's original Job Club model. One of these is to offer the Job Club class in a two to three-week all-day workshop format. The workshop could be scheduled for the first two weeks following graduation to give graduating seniors and students desiring summer employment a chance to learn job seeking skills and apply them immediately. A Job Club program could also be offered during after-school hours. A third suggestion has been to offer an on-going Job Club, or at least a "refresher course" for students who have been through the program once but need either more time to look for a first job or additional help in looking for subsequent jobs. The need for flexibility in this approach might necessitate scheduling the Job Club during after-school or summer hours.

It should be clear from the preceding discussion that a number of alternatives exist for establishing a Job Club program, and that each has advantages and disadvantages. Teachers and administrators will need to consider each of the options, taking into account available personnel, existing school policies, scheduling options and perceived student needs. It may be easiest to begin the process of establishing the program by determining who will ultimately be responsible for it. Although the program has frequently been housed in special education, it may also be sponsored by English or Guidance departments or vocational education programs. Once ownership has been determined, teachers and administrators will probably be clearer on the options that are viable for the particular setting and personnel involved.

It is also important to give careful consideration to two issues which dominate any discussion of options for Job Club programs. The first is whether or not academic credit should be given to class participants. Past experience has indicated that it is preferable to offer credit when possible, since the opportunity to earn credit appears helpful in motivating students to participate in the program. In some cases, however, school policy makes it difficult to offer credit and teachers will need to rely on students' inner motivation and their own ability to "sell" the program to attract students to the class.

Second is the issue of whether it is best to offer the Job Club program as part of an existing class or as a separate entity. It has been argued that the class may seem to fit in better when it is taught as part of the curriculum sequence in a regular academic class. On the other hand, it may be difficult to persuade classroom teachers to devote six weeks to this content area. It has also been pointed out that students may view job seeking as a more important and "adult" task when the Job Club class is established as a separate entity. Schools choosing the option of teaching the Job

Club class in place of resource room programs will need to ensure that students without learning disabilities are included and that the class is not perceived strictly as a special education program.

Scheduling the class

Once it has been determined how the Job Club program will be included in a high school or vocational education program, a time of day and starting and ending dates for the class must be established. These scheduling decisions will be determined in large part by the nature of the program option selected by the school or vocational center. For example, if the Job Club class is to be offered in place of resource room programming, it should be scheduled during a resource room period which is attended by a sufficient number of students with learning disabilities. School marking periods and vacation schedules should be considered when choosing starting and ending dates for the class so that the program can be taught in its entirety within one marking period and not be broken up by too many vacation days. There seem to be some advantages to teaching the class in the late spring as opposed to fall or winter, since spring classes occur closer in time to when most students are seeking summer or full-time employment.

Recruiting students

Interventions for learning disabled youth should reflect integrated programming to the maximum extent possible; hence the research design described earlier calls for experimental and control groups of 10 students each, 5 of whom are labeled learning disabled and 5 of whom are not. In order to ensure that the experimental and control groups conform to this research design, the recruitment process begins with a random selection of a subject pool of 30 or more students, at least 15 of whom are labeled learning disabled. Females with learning disabilities are to be over- sampled to approximate as closely as possible a 50% proportion in both the experimental and control groups. All students in the subject pool must be at least 16 years of age and must be either non-college bound or planning to work while in college. They must also be currently unemployed or working at a job which they consider to be only temporary. In addition, students who are recruited for the experimental group must be available to take the Job Club class during the scheduled time.

When subject pools for learning disabled and non-learning disabled students have been identified, random numbers are assigned to all students. Numbers one through five from each subject pool are selected to form a list of potential experimental group members. Numbers six through ten from each subject pool form the list of potential control group members. The actual recruitment process begins approximately four to six weeks prior to the start of the Job Club class. Teachers are responsible for making initial contact with parents of students who have been randomly selected for either the experimental or control group. Once this contact has been made, the UVM staff member assigned to the school will be available to help with the intake interview process described in the following procedures. The student and parent consent forms referred to are required by UVM for persons participating in research studies. The recruitment and intake procedures are as follows:

1. The teacher telephones parents to obtain preliminary consent for their son/daughter to participate in either the experimental or control group. Parents receive a brief explanation of the study and the role that their son/daughter will be asked to play. They are also apprised of the intake interview process that is to begin soon and of the permission forms they will be asked to sign. Verbal consent obtained during this phone call does not constitute final permission for participation, but it is considered to be a necessary first step in the recruitment process. If verbal permission is granted, the teacher or UVM staff member may proceed with the intake interview process.

2. Time is set aside during the school day for the teacher or UVM staff member to conduct initial student interviews. The interview schedule will need to account for the fact that it

generally takes ten to fifteen minutes to complete an interview and explain and sign the required student and parent consent forms.

3. During the initial interview, the Job Club class and/or follow-up study is described to the student. If the student indicates that he/she is willing to participate in the study, the Initial Student Interview form is used to collect background and baseline information.

4. The student consent form is explained and the student and interviewer each sign two copies of the form. The student keeps the copy marked "Student Copy," and the interviewer keeps the form marked "UVM Copy." It is important to note that different versions of the consent forms are given to students in experimental and control groups. These have been color-coded such that yellow forms are given to students in the experimental group and green forms are given to students in the control group.

5. Project summaries are sent home with students who are under 18. The purpose of the project summary is to provide parents with a written explanation of the research study. Students need to take only one copy of the summary form, since this form is used for informational purposes and does not need to be signed or returned. Once again, different versions of the

summary are used with experimental and control group members. Experimental group members receive yellow forms and control group members receive green forms.

6. Parent permission forms are also sent home with students who are under 18. The same parent permission form is used regardless of whether the student is in an experimental or control group. All parent permission forms are photocopied on blue paper. Students should be instructed to have their parents sign and return the form designated as the "UVM Copy" and keep the form marked "Parent(s) Copy." If parent permission forms are not returned within one week, the teacher or UVM staff person should follow-up with a phone call to the parents to ensure that they have received and understand the form. If the form is not returned within one week of the follow-up telephone call, the teacher or staff member should follow-up with a second call and if necessary, arrange to pick up the form directly from the parents.

7. Final lists of experimental and control group members are generated based on parent and student responses to the recruitment process. Students who 1) meet the specified selection criteria, 2) have agreed to participate in the study and 3) have parent permission to do so (unless they are 18 years or older), are included in the appropriate group. In the event that any of these three conditions are

not met, the teacher or UVM staff member will need to go back to the original subject pool and begin the recruitment process again with the next numbered student on the list.

PART IV:

IMPLEMENTATION OF THE JOB CLUB PROGRAM

Teacher responsibilities during the teaching phase

Once the Job Club program has been established within a high school or vocational center, students have been recruited and parent permission has been obtained, the next step is to teach the class to members of the experimental group. Teacher responsibilities during this phase of the Job Club program involve teaching the course as outlined in the curriculum guide, collecting data on student progress, participating in site visits from UVM staff members, and evaluating the course from a personal perspective as well as from the students' perspective. Teaching procedures, data collection, and course evaluations have been discussed in earlier sections of this manual and will not be repeated here; however, it is important to re-emphasize the fact that teachers invloved in the research aspect of this study need to follow teaching and data collection procedures exactly as they are written so that the Job Club intervention takes the same form in all teaching sites.

UVM staff member responsibilities during the teaching phase

UVM staff members assigned to provide technical assistance during the set-up phase of the Job Club study will continue to do so when the program is implemented. In addition, they will be responsible for conducting regular site visits to each school. At least three site visits will be scheduled during the six-week period. During each visit, the UVM staff member assigned to the site will observe a class session and use a checklist to record information on the teacher's performance and students' response to the lesson being presented. The checklist and observer's comments will be shared with the teacher during a post-observation conference which will occur immediately after the class. Technical assistance with any teaching or research-related activities will be available to teachers at all times, and teachers should feel free to contact their assigned UVM staff member whenever questions arise.

At the conclusion of the Job Club class, the staff member will schedule a time to conduct a structured interview with each teacher for the purpose of eliciting teachers' responses to the Job Club program and teaching experience. These evaluations will be used at a later date to target areas for curriculum and/or procedural revisions.

Follow-up interviews with experimental and control group members

The final phase of the Job Club program is the follow-up study, which is conducted with both experimental and control group members. Teachers are not directly responsible for this portion of the study, but they should be familiar with it so that they can explain it to project participants and understand its significance in the project as a whole. Interviews are conducted by UVM staff members two times a year until the project is completed. Participants are generally contacted by telephone. In the event that a student does not have a home phone, letters are sent requesting that the student use another phone to contact a university staff member. Face-to-face interviews may also be arranged if telephone contact is not possible. A standard interview form is used with all students (see Appendix). Questions are asked which pertain to students' work experiences during the time which has passed since they were last contacted. For each job held, the student is asked to describe: his/her job title, the number of hours and days worked per week, persons who may have assisted the student in obtaining the job, the methods the student used to find the job, starting and current salaries, and the amount of time employed. Students who are not working are asked to state why they are not working and to indicate whether or not they are currently engaged in job seeking. If an unemployed student is looking for work, he/she is asked to describe persons who may be assisting with the job search as well as the job-seeking methods he/she is using.

Responses to the follow-up interviews are coded and entered into a computerized data collection system. Data are analyzed using several statistical methods. The results of the follow-up study are used to determine whether or not the curriculum is effective in promoting job acquisition amongst high school students with and without learning disabilities.

Research results will be disseminated to participating school sites. Teachers and administrators are encouraged to read over the results and to discuss them with UVM project personnel, so that they may gain a better understanding of the impact of the Job Club program in their school and other research sites.

APPENDIX

JOB CLUB FOLLOW-UP INTERVIEW
January, 1988

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1. School ID: ______________ 1. ☐☐

2. Student ID: ______________ 2. ☐☐☐☐☐

3. Semester added to sample: 3. ☐

   1.____Spring '87
   2.____Fall '87
   3.____Spring '88
   4.____Fall '88
   5.____Spring '89

4. Student Date-of-Birth: _____-_____-_____ 4. ☐☐☐☐☐☐

5. Age at time of interview: ______ 5. ☐☐

6. Gender: 1._____Male 2._____Female 6. ☐

7. Geographical classification of school: 7. ☐

   1._____Rural 2._____Urban 3._____Metropolitan

8. Current educational status: 8. ☐

   1.______Freshman
   2.______Sophomore
   3.______Junior
   4.______Senior
   5.______High school graduate
   6.______Left high school (age 18 & over)
   7.______Dropped high school (under 18)
   8.______Full-time post-secondary (please specify:__________________)
   9.______Part-time post-secondary (please specify:__________________)

INTERVIEW COMPLETED:__ __________/___________/___________________
(Date) (Time) (Name of Interviewer)

NO INTERVIEW BECAUSE:
1._____Unable to locate
2._____Letter sent; no response
3._____Refused to answer questions
4._____Other:____________________

9. COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW? ARE YOU WORKING? 9. |__|__|

01_____Employed in a non-subsidized job and earning minimum wage or better

--->SKIP TO QUESTION 10

02_____Employed in a subsidized job (e.g., JTPA)

--->SKIP TO QUESTION 10

03_____Employed in a non-subsidized job but earning less than minimum wage

--->SKIP TO QUESTION 10

_____Unemployed because

04 _____Homemaker
05 _____Full-time student (post-secondary)
06 _____In job training (e.g. job corps)
07 _____Disabled and getting SSI benefits
08 _____Unable to find a job
09 _____Unable to find a job I want
10 _____I don't want to look for work
11 _____My parents don't want me to work
12 _____In a seasonal job, not currently in progress
13 _____Transportation problems
14 _____Other, please specify:______________

--->SKIP TO QUESTION 21

10. JOB TITLE:________________________________ 10. |__|__| (DOT)

WHAT DO YOU DO? ____________________________

____

---

11. Skill class of present job. (See definitions) 11. |__|

1._____ Skilled
2._____ Semi-skilled
3._____ Unskilled

---

12. **HOW MANY HOURS DO YOU WORK EACH WEEK?** _____ 12. |__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

13. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** 13.|__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:_________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

14. WHAT METHODS DID YOU USE TO FIND YOUR JOB?
(check all that apply; code up to 3 responses)*

14. |__|__|__|__|__|__|

01 _____Answered ad
02 _____Called employer on the phone
03 _____Used yellow pages to identify places to call or visit
04 _____"Walked-in" to places of employment
05 _____Used resume
06 _____Used mini-resume
07 _____Sent letter to potential employer
08 _____Responded to "help wanted" sign
09 _____Family member offered me a job
10 _____Unsolicited offer from an employer
11 _____Other, please specify: _____________

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

15. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?

15. |__|__|

01_____Day or less
02_____less than 1 week
03_____one week
04_____two weeks
05_____three weeks
06_____four weeks
07_____five weeks
08_____six weeks
09_____seven weeks
10_____eight weeks
11_____more than 8 wks.___
12_____"I don't know"
13_____Employer called me

16. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY?

16. |__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

17. HAVE YOU HAD ANY OTHER JOB OFFERS SINCE YOU FOUND THIS JOB? IF YES, HOW MANY? 17. |__|

______0
______1
______2
______3
______4
______5 or more

18. WHEN DID YOU START THIS JOB? ______________ 18. |__|__|__|

(Code the number of weeks that the student has held this job. See coding manual for special instructions).

---

19. WHAT IS YOUR SALARY ON THIS JOB? _______ 19. |__|

Hourly salary:
0______$0
1______$.01 - $3.54
2______$3.55 (min. wage)
3______$3.56 - $5.00
4______$5.01 + _________
5______"I don't know"
6______"By the job,"
"Whatever they'll pay me," etc.

(Weekly Salary: ___________)

20. WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB? _______ 20. |__|

Hourly salary:
0______$0
1______$.01 - $3.54
2______$3.55 (min. wage)
3______$3.56 - $5.00
4______$5.01 + _________
5______"I don't know"
6______"By the job,"
"Whatever they'll pay me," etc.

(Weekly Salary: ___________)

----> SKIP TO QUESTION 23

NOTE: QUESTIONS 21-22 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NOT CURRENTLY WORKING.

21. ARE YOU LOOKING FOR WORK? 21.|__|__|__|__|__|__|

00 _____NO

--->SKIP TO QUESTION 23

_____YES WHO IS HELPING YOU LOOK FOR WORK? (check all that apply; code up to 3 responses)*

01 _____Looking for job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Other, please specify:_____________________

*If more than 3 responses are checked for items 02-09, ask the following question: OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

22. WHAT METHODS ARE YOU USING TO LOOK FOR A JOB? (check all that apply; code up to 3 responses)* 22.|__|__|__|__|__|__|

01 _____Checking newspaper ads
02 _____Calling employers on the phone
03 _____Using yellow pages to identify places to call or visit
04 _____"Walking-in" to places of employment
05 _____Using resumes
06 _____Using mini-resumes
07 _____Sending letters to potential employers
08 _____Responding to "help wanted" signs
09 _____Other, please specify: ______________ _____

*If more than 3 responses are checked for items 01-08, ask the following question: OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

23. WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ? 23.a. |__|__|
(Date added to sample or date previous interview)
(Record most recent job first) b. |__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION 56

JOB TITLE: ____

WHAT DID YOU DO? ____

____

a. 01_____ Employed in a non-subsidized job, min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning less than minimum wage

b. _____ (Record DOT code)

---

24. Skill class of this job. (See definitions) 24. |__|

1._____ Skilled
2._____ Semi-skilled
3._____ Unskilled

---

25. HOW MANY HOURS DID YOU WORK EACH WEEK? ________ 25. |__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

26. WHO HELPED YOU IN YOUR JOB SEARCH
WHEN YOU WERE LOOKING FOR WORK?
(check all that apply; code up to 3 responses)*

26. |__|__|__|__|__|__|

01 ______Found job by myself
02 ______Parents/Relatives
03 ______Teacher
04 ______Counselor (school)
05 ______Friend/ Acquaintance
06 ______Friend from the Job Club class
07 ______Vermont Job Service
08 ______Military recruiter
09 ______Unsolicited offer from an employer
10 ______Other, please specify:______________________________

*If more than 3 responses are checked for items 01-09, ask the following question: OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB? (code these 3 responses)

27. WHAT METHODS DID YOU USE TO FIND YOUR JOB?
(check all that apply; code up to 3 responses)*

27. |__|__|__|__|__|__|

01 ______Answered ad
02 ______Called employer on the phone
03 ______Used yellow pages to identify places
to call or visit
04 ______"Walked-in" to places of employment
05 ______Used resume
06 ______Used mini-resume
07 ______Sent letter to potential employer
08 ______Responded to "help wanted" sign
09 ______Family member offered me a job
10 ______Unsolicited offer from an employer
11 ______Other, please specify: ______________

*If more than 3 responses are checked for items 01-08, ask the following question: OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB? (code these 3 responses)

28. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 28.|__|__|

01_____Day or less
02_____less than 1 week
03_____one week
04_____two weeks
05_____three weeks
06_____four weeks
07_____five weeks
08_____six weeks
09_____seven weeks
10_____eight weeks
11_____more than 8 wks._____
12_____"I don't know"
13_____Employer called me

29. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 29.|__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

30. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 30.|__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

31. WHEN DID YOU START THIS JOB? ___________ 31.|__|__|__|

WHEN DID YOU END THIS JOB?_____________

(Code the number of weeks that the student held this job. See coding manual for special instructions).

---

28. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 28.|__|__|

01_____Day or less
02_____less than 1 week
03_____one week
04_____two weeks
05_____three weeks
06_____four weeks
07_____five weeks
08_____six weeks
09_____seven weeks
10_____eight weeks
11_____more than 8 wks._____
12_____"I don't know"
13_____Employer called me

29. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 29.|__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

30. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 30.|__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

31. WHEN DID YOU START THIS JOB? ___________ 31.|__|__|__|

WHEN DID YOU END THIS JOB?_____________

(Code the number of weeks that the student held this job. See coding manual for special instructions).

---

32. WHAT WAS THE STARTING SALARY OF YOUR JOB?______ 32.|__|

Hourly salary: 0_____$0
1_____$.01 - $3.54
2_____$3.55 (min. wage)
3_____$3.56 - $5.00
4_____$5.01 +______
5_____"I don't know"
6_____"By the job," "Whatever they paid me, etc.

(Weekly Salary: __________)

33. WHAT WAS THE ENDING SALARY OF THIS JOB? _______ 33.|__|

Hourly salary: 0_____$0
1_____$.01 - $3.54
2_____$3.55 (min. wage)
3_____$3.56 - $5.00
4_____$5.01 +______
5_____"I don't know"
6_____"By the job", "Whatever they paid me, etc.

(Weekly Salary: __________)

34. WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ? 23.a.|__|__|
(Date added to sample or date previous interview)
(Record most recent job first) b.|__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION 56

JOB TITLE:____

WHAT DID YOU DO? ____

____

a. 01_____ Employed in a non-subsidized job earning min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning less than minimum wage

b. _____ (Record DOT code)

---

35. Skill class of this job. (See definitions) 35.|__|

1._____ Skilled
2._____ Semi-skilled
3._____ Unskilled

---

36. HOW MANY HOURS DID YOU WORK EACH WEEK? ______ 36.|__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

37. WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK? (check all that apply; code up to 3 responses)* 37.|__|__|__|__|__|__|

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:____________________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB? (code these 3 responses)

38. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** **check all that apply; code up to 3 responses)*** 38.|__|__|__|__|__|__|

01 _____Answered ad
02 _____Called employer on the phone
03 _____Used yellow pages to identify places to call or visit
04 _____"Walked-in" to places of employment
05 _____Used resume
06 _____Used mini-resume
07 _____Sent letter to potential employer
08 _____Responded to "help wanted" sign
09 _____Family member offered me a job
10 _____Unsolicited offer from an employer
11 _____Other, please specify: _____________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

39. **HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?** 39.|__|__|

01_____Day or less
02_____less than 1 week
03_____one week
04_____two weeks
05_____three weeks
06_____four weeks
07_____five weeks
08_____six weeks
09_____seven weeks
10_____eight weeks
11_____more than 8 wks.___
12_____"I don't know"
13_____Employer called me

40. **DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY?** 40.|__|

_____0
_____1
_____2
_____3
_____4
_____5 or more

41. DID YOU GET ANY OTHER JOB OFFERS 41.|__|
WHILE YOU HAD THIS JOB? IF YES, HOW MANY?

______0
______1
______2
______3
______4
______5 or more

42. WHEN DID YOU START THIS JOB? ___________ 42.|__|__|__|

WHEN DID YOU END THIS JOB?______________

(Code the number of weeks that the student held this job.
See coding manual for special instructions).

---

43. WHAT WAS THE STARTING SALARY OF YOUR JOB?______ 43.|__|

Hourly salary:
0_____$0
1_____$.01 - $3.54
2_____$3.55 (min. wage)
3_____$3.56 - $5.00
4_____$5.01 +______
5_____"I don't know"
6_____"By the job," "Whatever they paid me, etc.

(Weekly Salary: __________)

44. WHAT WAS THE ENDING SALARY OF THIS JOB?________ 44.|__|

Hourly salary:
0_____$0
1_____$.01 - $3.54
2_____$3.55 (min. wage)
3_____$3.56 - $5.00
4_____$5.01 +______
5_____"I don't know"
6_____"By the job," "Whatever they paid me, etc.

(Weekly Salary: __________)

45. **WHAT OTHER JOBS HAVE YOU HAD SINCE ________ ?** 23.a.|__|__|
(Date added to sample or date
previous interview)
(Record most recent job first) b.|__|__|
(DOT)

---> IF NO OTHER JOBS, SKIP TO QUESTION 56

JOB TITLE:____

WHAT DID YOU DO? ____

____

a. 01_____ Employed in a non-subsidized job, min. wage or more

02_____ Employed in a subsidized job (e.g., JTPA)

03_____ Employed in a non-subsidized job earning less than minimum wage

b. _____ (Record DOT code)

---

46. Skill class of this job. (See definitions) 46.|__|

1._____ Skilled
2._____ Semi-skilled
3._____ Unskilled

---

47. **HOW MANY HOURS DID YOU WORK EACH WEEK?** ______ 47.|__|

1_____Full-time: 37.5 hours/week or more

2_____Part-time: 21 - 37 hours per week

3_____Part-time: less than 21 hours /week

4_____Variable, please specify # hours:________hrs./wk.

5_____Seasonal, please specify # hours:________hrs./wk.

48. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** 48. |__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Found job by myself
02 _____Parents/Relatives
03 _____Teacher
04 _____Counselor (school)
05 _____Friend/ Acquaintance
06 _____Friend from the Job Club class
07 _____Vermont Job Service
08 _____Military recruiter
09 _____Unsolicited offer from an employer
10 _____Other, please specify:_____________________________

---

*If more than 3 responses are checked for items 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

49. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** 49. |__|__|__|__|__|__|
(check all that apply; code up to 3 responses)*

01 _____Answered ad
02 _____Called employer on the phone
03 _____Used yellow pages to identify places to call or visit
04 _____"Walked-in" to places of employment
05 _____Used resume
06 _____Used mini-resume
07 _____Sent letter to potential employer
08 _____Responded to "help wanted" sign
09 _____Family member offered me a job
10 _____Unsolicited offer from an employer
11 _____Other, please specify: _____________

---

*If more than 3 responses are checked for items 01-08, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE THE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

---

50. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 50.|__|__|

01_____Day or less
02_____less than 1 week
03_____one week
04_____two weeks
05_____three weeks
06_____four weeks
07_____five weeks
08_____six weeks
09_____seven weeks
10_____eight weeks
11_____more than 8 wks.___
12_____"I don't know"
13_____Employer called me

51. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU WERE LOOKING FOR THIS JOB? IF YES, HOW MANY? 51.|__|

______0
______1
______2
______3
______4
______5 or more

52. DID YOU GET ANY OTHER JOB OFFERS WHILE YOU HAD THIS JOB? IF YES, HOW MANY? 52.|__|

______0
______1
______2
______3
______4
______5 or more

53. WHEN DID YOU START THIS JOB? ___________ 53.|__|__|__|

WHEN DID YOU END THIS JOB?______________

(Code the number of weeks that the student held this job. See coding manual for special instructions).

---

54. **WHAT WAS THE STARTING SALARY OF YOUR JOB?______** 54. |__|

Hourly salary:
0______$0
1______$.01 - 3.54
2______$3.55 (min. wage)
3______$3.56 - $5.00
4______$5.01 +______
5______"I don't know"
6______"By the job," "Whatever they paid me, etc.

(Weekly Salary: ___________)

55. **WHAT WAS THE ENDING SALARY OF THIS JOB?________** 55. |__|

Hourly salary:
0______$0
1______$.01 - 3.54
2______$3.55 (min. wage)
3______$3.56 - $5.00
4______$5.01 +______
5______"I don't know"
6______"By the job," "Whatever they paid me, etc.

(Weekly Salary: ___________)

56. **WHAT TOWN DO YOU LIVE IN?** ________________________ 56. |__|__|__|

NOTE: QUESTIONS 57 AND 58 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NO LONGER IN HIGH SCHOOL.

---

57. **SINCE** ________________________, (date student left high school or date of last interview) **HAVE YOU TAKEN ANY CLASSES OR PROGRAMS?** 57. |__|__|

00 _____No
_____Yes. **WHAT CLASSES OR PROGRAMS?**

01_____GED
02_____ABE
03_____Other, please specify:__________________

58. **SINCE** ____________________, (date student left high school or date of last interview) **HAVE YOU HAD ANY JOB TRAINING? FOR HOW LONG?**

58. a. |__|

b. |__|

c. |__|

1

		Months		
No	3	3 - 6	6 - 9	9+
0	1	2	3	4

a. JOYAL
b. Job Corps
c. Other __________

---

59. **Total number of jobs held since date added to sample:** _____ 59. |__|__|

60. **Total number of jobs held since date added to sample, excluding jobs held at the time of entry into the sample:** _____ 60. |__|__|

61. **Total number of weeks employed since date added to sample:** ______ 61. |__|__|__|

62. **Total number of weeks employed since date added to sample, excluding the number of weeks employed at any job(s) held at the time of entry into the sample:** ______ 62. |__|__|__|

Code "000" if the totals in questions 61 or 62 are less than one week.

63. Source of information (check only one.) 63. |__|

1_____Student or former student
2_____Parent/guardian
3_____Teacher/school personnel
4_____Adult service provider
5_____Other, please specify:_______________
6_____Spouse, sibling, other relative

EMPLOYMENT HISTORY

Record all jobs held since date added to sample. Begin with the job held first after the date of entry into the sample.

Employer	Job Title	Part-time or full-time?	Date Started	Date Ended	# Weeks Employed	Start. Salary	Curr./ Final Salary

Date added to sample:______________________________

ADAPTED JOB CLUB CURRICULUM GUIDE

Job Club Project:
University of Vermont
Burlington, Vermont

BEST COPY AVAILABLE

ADAPTED JOB CLUB CURRICULUM GUIDE

by

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INTRODUCTION

Program Description

The adapted Job Club curriculum is an intensive six-week program that helps job seekers find employment through development of job-seeking skills and a structured job search. It is divided into eleven instructional units that are designed to teach students how to use a variety of job-seeking strategies. Specific skills include identifying personal interests and career choices, compiling personal, educational and work-related information, completing application forms, and writing resumes. During the last two or three weeks of the course, students apply these strategies in a structured job search. With assistance and support from the teacher and members of the class, they make personal and telephone contacts, answer help wanted ads, arrange interview appointments, and attend a number of job interviews. Students who have already obtained employment may use the class as a forum for discussing any problems that arise on the job or they may assist the other members of the class to find employment.

The curriculum has been designed for use in an integrated classroom setting which includes learning disabled and non-learning disabled students. It has been written as part of a research grant to systematically test the effectiveness of using such an approach with learning disabled and non-learning disabled students who are non-college bound; however, it is believed that the approach may be generalizable to secondary level populations as a whole.

Rationale

Unemployment has long been regarded as a serious social problem in the United States, but it has often been thought of as an "adult" problem. This attitude has changed more recentlyas regular and special educators have begun to focus on the period of transition from secondary to post-secondary settings. Parents and educators have come to emphasize the school's role in teaching students skills which relate to employment and community life. Job-seeking skills are thus seen as an important component in a school curriculum that embraces the philosophy that students should be taught skills which foster independence, responsibility, and success in the transition from school to the world of work.

Although the Job Club program is intended to be used with students both with and without learning disabilities, the data base which supports the need for such a curriculum comes largely from the special education field. Recent research findings indicate that adolescents with learning disabilities who do not attend college after high school can expect higher initial rates of unemployment (Hasazi, Gordon & Roe, 1985), and a greater need for vocational counseling and rehabilitative services than their non-handicapped peers (Fafard & Haubrich, 1981; Polloway, Smith & Patton, 1984). In their statewide follow-up study of four successive cohorts of mildly handicapped students, a large proportion of whom were learning disabled, Hasazi et. al reported first-year employment rates ranging from 44% to 57%. Of those employed, about one-third were working part-time. A similar follow-up study (Mithaug, Horiuchi, & Fanning, 1985) reported that about two thirds of their sample were working, but most were at or below minimum wage, and a majority were employed in part-time jobs. Another common element of the two follow-up studies is found in the data indicating how employed sampled students found their jobs. A large majority in both studies secured their work through a self/family/friend network. This result is consistent with findings that 66% of employed persons in the United States find jobs through friends, relatives or acquaintances (Jones and Azrin, 1973).

In recent years, a number of job-finding interventions have appeared in educational literature (Azrin & Besalel, 1980; Kimeldorf & Tornow, 1984; Mathews, Whang, & Fawcett, 1984). Many of these interventions are based on the work of behavioral psychologist Nathan Azrin, who developed the job-seeking program outlined in the Job Club Counselor's Manual. Azrin advocates the use of job-seeking methods which: 1) emphasize an actual job search as opposed to the teaching of pre-employment skills, 2) teach job seekers to utilize the self/family/friend network, and 3) use a group and "buddy" system to provide the support, motivation, and rewards often lacking in a process that is typically demoralizing and discouraging.

Research has shown Azrin's Job Club model to be an effective job-seeking intervention for adults; however, no systematic testing of this program has been done with students who have handicaps. This adapted Job Club program thus attempts to use principles and methods developed by Azrin in a curriculum that is appropriate for students at the high school level, some of whom are learning disabled. Adaptations and additions made to Azrin's Job Club program include: a re-structuring of the content into eleven units which are written in objective form with criteria for mastery; the inclusion of activities which may be completed within the time frame of a typical school day, as opposed to the all-day workshop approach of the original Job Club; a reading level geared to students who may have reading problems; and the use of examples and activities which are familiar to and appeal to high school level students. It is hoped that this curriculum and related research will contribute to the growing body of knowledge regarding job-seeking instruction, employment, and the transition from school to work.

HOW TO USE THE CURRICULUM

General Format

The curriculum has been divided into eleven instructional units. Unit I is an introductory unit in which students are introduced to the program and complete a pre-assessment measure. In Units II-IX, students are taught skills which they will need to use during the actual job search. Unit X outlines procedures for a structured job search during which students will apply their skills to look for and hopefully find jobs. Students will complete a post-assessment measure and course evaluation in Unit XI. The criteria for mastery of each unit are written in objective form. (See the "Outline of Units" for a summary of unit goals.) All units follow a similar format, which is summarized as follows:

1. Unit Objective: A unit goal has been developed for each of the instructional units. The criteria for mastery of each unit goal are written in the form of enabling objectives.

2. Enabling Objectives: Each unit goal is broken into smaller steps which are written as enabling objectives. Students should be given the opportunity to master each objective. The objectives and corresponding activities have been geared toward students who are experiencing learning difficulties; however, the teacher may sometimes find it necessary to make further adaptations to account for individual differences amongst learners. Suggestions for some accommodations are made within the curriculum; others may be added as the teacher sees fit.

3. Prerequisite Skills: A list of prerequisite skills is given for each unit. These generally include completion of preceding units and basic academic skills.

4. Notes to the Teacher: Background information on the unit and special instructions for implementation of unit activities are given in the notes to the teacher. Teachers who wish to know more about a particular unit subject may wish to consult the list of sources for each unit which is found in Appendix G.

5. Suggested Timeline: For each unit, a timeline is provided which shows the anticipated number of days required to teach the unit, as well as the numbers of the objectives and activities which may be completed on a given day.

6. Activities: At least one related activity is provided for each enabling objective. Each activity contains a

description of the activity, a materials list, a teaching/ learning procedure, and copies of teacher guidelines and/or student handouts and worksheets which may accompany the activity. Vocabulary lisits are also included for selected activities.In some cases, optional or alternative activities are provided for students who would benefit from different or extra instruction.

7. Glossaries which list all of the words covered in a particular unit are included at the end of that unit. These should be distributed to students and placed in their notebooks along with other unit materials.

Behavioral Principles of the Job Club Curriculum

The adapted Job Club curriculum attempts to incorporate the behavioral principles outlined in Azrin and Besalel's Job Club Counselor's Manual. These principles govern both the structure of the curriculum and the way in which the teacher presents it to students, and are seen as essential to the success of the program. According to Azrin, a job-finding model based on behavior theory principles maintains that job-seeking is a behavior which is learned through teacher modeling and repeated student practice of desired behaviors. Positive reinforcement is given when the student achieves or approximates the desired behavior. The teacher of the Job Club curriculum translates these theories into practice by keeping lectures to a minimum; modeling correct job-seeking behaviors through role-plays, checklists or scripts; using "real-life" teaching examples whenever possible; having students apply newly learned skills to an actual job search; and providing plenty of positive reinforcement. The last is especially important; Azrin speaks often of the necessity of creating an atmosphere in which group members support one another, share job leads, and in general work together to make job-seeking a more enjoyable experience. Most authors of job-finding curricula note the importance of treating job seekers as adults engaged in the "job of looking for a full-time job."

Data Management

Data sheets are provided so that students and the teacher may gather data on several aspects of the course. Students will record the number of job contacts made, the number of interviews attended, and their progress through course objectives. The teacher should monitor the students' data collection procedures, and keep data on the group's progress through course objectives. A description of each of these procedures follows.

Completion of Course Objectives (Individual):

Each student will be responsible for recording his/her progress through the course objectives. A data sheet is provided in Appendix A for this purpose. For each unit, the objective numbers and brief descriptions of each objective are listed. The student is to fill in the date of completion for each objective. Spaces are provided for the teacher to add daily comments or grades (if given) and to initial the data as recorded by the student. Data sheets should be kept in the front of students' class notebooks for easy access.

Completion of Course Objectives (Collective):

The data sheet in Appendix B is provided so that the teacher can keep data on all students' progress through course objectives. For each student, the teacher should record the date of completion of the objective. If a grade or numerical score is given for a particular activity, this should be recorded in the space.

Daily Attendance Sheets

See Appendix I

Number of Job Contacts Made:

This data will be collected by the students during the structured job search. Each student will record daily on a class data sheet the number of job contacts he or she has made since the previous class. See Unit X for a sample data sheet.

Number of Interviews Attended:

This data will also be collected by the students during the structured job search. Each student will record daily on a class data sheet the number of job interviews he or she has attended since the previous class. See Unit X for a sample data sheet.

Grades and Progress Reports:

Teachers may wish to grade students' progress in the Job Club course. Interim and final progress reports are included in the curriculum for the purposes of reporting grades. A suggested grading procedure follows:

1. In-class work: Obtain percentage of objectives completed. Obtain a numerical grade for in-class work by taking the average of all graded written work. Average these two grades. The application form test may be weighted more heavily than quizzes by counting it twice.

2. Classroom participation: Assign a numerical grade based on the students' attitude, effort, and contributions to class.

3. Attendance: Obtain a numerical grade by dividing the number of days the student attended class by the number of days the class was in session.

4. Final grade: Obtain a numerical grade by averaging together the scores obtained above for in-class work, participation and attendance. Use the school's existing letter grade system to determine a final letter grade.

Materials

The materials needed for each activity are listed at the beginning of that activity. Azrin's program emphasizes the need to provide all facilities and supplies to job seekers, including telephones, resource materials (such as telephone directories and newspapers), and typing and copying services. This eliminates the possibility of job seekers missing out on potential jobs due to a lack of typing skills or money for copying, telephones, etc.

Each student will need a class notebook to keep in school until the end of the course. Handouts, worksheets, and individual student data sheets are added to these notebooks as the course progresses. Teachers should check student notebooks on a daily basis to evaluate written work and to update individual student data sheets. Upon completion of the course, students should take their notebooks home for future use. In addition, students should be provided with file folders or envelopes in which they may carry their paperwork to interviews during the structured job search.

Curriculum Evaluation

The form in Appendix C allows teachers to evaluate the Job Club curriculum as it is being taught. For each unit, objective numbers and brief descriptions of the objectives are listed. The teacher is asked to evaluate each objective based on his/her experience in teaching it, and decide whether or not the objective should be retained as written, omitted from the curriculum sequence, or modified in some way. Space is provided for comments. The teacher should specify whether or not he/she disagrees with the content of the objective or the way in which the curriculum suggests that the content be delivered.

Students will also fill out a course evaluation form on the last day of class. They are asked to rate various components of the Job Club class on a scale of 1 to 5, and to make general comments about the program. The results of these evaluations can help teachers to determine program strengths and weaknesses, as well as to plan for future classes.

Vermont Employability Competencies

Students who complete the Adapted Job Club curriculum will simultaneously complete the requirements for at least eight of the pre-employment competencies known as the Vermont Employability Competencies. These competencies have been developed by Vermont's Department of Education and the Department of Employment and Training. Competencies 1-3 and 5-9 are specifically addressed in Units II-X of the Adapted Job Club curriculum. Students who are currently or may in the future be enrolled in state and/or federal employment programs (such as those funded by the Department of Employment and Training or JTPA) should retain their copy of completion of course objectives as verification of attainment of corresponding Vermont Employability Competencies. See Appendix D for a copy of the latter.

Answer Keys

Answer keys for the application form test, pre and post-tests, and four quizzes are found in Appendix E.

OUTLINE OF UNIT GOALS

PROGRAM GOAL: TO ENABLE STUDENTS TO OBTAIN EMPLOYMENT THROUGH APPLICATION OF SYSTEMATIC JOB-SEEKING STRATEGIES

UNIT GOALS:

UNIT I: Introduction

The student will become acquainted with the Job Club program by participating in an intake interview with the teacher, by attending a lecture which describes general program goals and format, and completing a pre-test designed to assess the student's current level of understanding and performance in job-seeking skills.

UNIT II: Self-Assessment

The student will assess job-related skills by identifying 3 personal interests, 3 personal strengths, 3 educational or vocational skills, 3 work-related values, and 3 occupational choices.

UNIT III: Data Books and Application Forms

The student will compile personal, educational and work-related information in a Data Book and will independently transfer this information on to a real application form, with 90-100% of the blanks on the form filled out neatly, legibly and completely.

UNIT IV: The Mini-Resume

The student will use information gathered in Units I - III to complete a "mini-resume" that is accurate and legible.

UNIT V: The Resume

The student will use his/her Data Book, mini-resume, and resume models to complete a functional or chronological resume that concisely and clearly describes his or her work experience, education and background.

UNIT VI: Job Leads

The student will name (orally or in writing) at least 4 sources for job leads (e.g.: family and friends, the yellow pages, classified ads, and local employment agencies) and will begin a job leads log by identifying and recording at least 3 potential leads from each source.

UNIT VII: Telephone Contacts

The student will make a real telephone call for one of the following situations: 1) contacting individuals to request assistance in obtaining job leads, and 2) contacting potential employers to arrange interview appointments, and will follow the steps outlined on the appropriate evaluation checklist for each situation with 80-100% accuracy.

UNIT VIII: Interviews

The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

UNIT IX: Letter Writing

The student will use models and checklists to write a business letter for one of the following situations: 1) a cover letter or letter of inquiry, and 2) a thank you letter to follow an interview, and will follow the steps specified in the checklist for each situation with 80-100% accuracy.

UNIT X: The Structured Job Search

The student will conduct a structured job search by employing job search strategies which result in at least 5 job-related contacts (on the telephone or in person) per week.

UNIT XI: Course Wrap-Up

The student will complete a post-test and a course evaluation.

UNIT I: INTRODUCTION

UNIT I: INTRODUCTION

UNIT GOAL:

The student will become acquainted with the Job Club program by participating in an intake interview with the teacher, by attending a lecture which describes general program goals and format, and completing a pre-test designed to assess the student's current level of understanding and performance in job-seeking skills.

ENABLING OBJECTIVES:

1. The student will participate in an intake interview with the teacher prior to the start of the course.

2. The student will attend a lecture which describes general program goals, expectations, and format.

3. The student will complete a pre-test designed to assess his/her current level of understanding and performance in job-seeking skills.

PREREQUISITES

Parent permission for student participation in the course.

NOTES TO THE TEACHER:

This unit is designed to introduce students and teachers to one another and to the course. It should help the student become aware of general program goals, the rationale for learning job seeking skills and teacher expectations. Teachers will gain an understanding of their students' background and work experience, their current levels of understanding and performance in job-seeking skills, and general academic skills.

The intake interview should be conducted individually with students prior to the start of the course. It serves as a source of baseline information, eliciting information on the student's background and experience, job-related interests, and general knowledge of job seeking.

The introductory lecture should outline course content, classroom rules, and general teacher expectations.

Student performance on the pre-test and responses to questions on the intake interview will be compared with performance on the post-test to evaluate the student's increase in knowledge of job-seeking skills as a result of the Job Club intervention.

During the first week of class a letter may be sent to parents to describe the course content, course requirements and suggestions for their involvement. A copy of the letter is included at the end of this unit, and may be reproduced on school letterhead paper.

SUGGESTED TIMELINE:

DAY:	ACTIVITY # ('S):	OBJECTIVES COMPLETED:
1 (prior to start of class)	1	1
2	2,3	2,3
3 (optional)	4	

UNIT I: INTRODUCTION

ACTIVITY #1: **INTAKE INTERVIEW:** The student will participate in an intake interview prior to the start of the Job Club class. Completion of this activity satisfies the criteria for enabling objective #1.

Materials: Initial Student Interview Form

Teaching/Learning Procedure:

1. Set up an interview appointment with potential Job Club class participants prior to the start of the course.

2. Briefly describe the Job Club program to the student.

3. Ask the student if she/he is interested in participating in the program.

4. If the student is interested, use the interview form to collect background and baseline information.

INITIAL STUDENT INTERVIEW FOR JOB CLUB

1. Name ____________________ Date ________________________
2. Address ____
3. Telephone number _________________
4. Parent(s) name ___________________
5. Date of birth ____________ Age at time of interview ________
6. Gender: Male _________ Female __________
7. Current grade level ____________________
8. Are you planning to go to college? Yes ___ No___

   If yes, do you plan to work while in college? ____________
9. Are you currently employed? Yes ___ No ___

   If yes, record information for student's current job(s)

   1. Job title ____

      Duties ____

      How long have you had this job? ____________________

      How did you get it? ________________________________

      Do you plan to stay with this job permanently or do you think of it as a temporary job? ____________________

   2. Job title ____

      Duties ____

      How long have you had this job? ____________________

      How did you get it? ________________________________

      Do you plan to stay with this job permanently or do you think of it as a temporary job? ____________________

10. Have you had summer jobs since you started high school?

Yes ___ No ___

1. Job title ______________________________

Duties ______________________________

How long have you had this job? ______________________________

How did you get it? ______________________________

Do you plan to stay with this job permanently or do you think of it as a temporary job? ______________________________

2. Job title ______________________________

Duties ______________________________

How long have you had this job? ______________________________

How did you get it? ______________________________

Do you plan to stay with this job permanently or do you think of it as a temporary job? ______________________________

11. Have you had any after-school jobs while you've been in high school? (Exclude current job)

Yes ___ No ___

1. Job title ______________________________

Duties ______________________________

How long have you had this job? ______________________________

How did you get it? ______________________________

Do you plan to stay with this job permanently or do you think of it as a temporary job? ______________________________

2. Job title ____

Duties ____

How long have you had this job? _______________________

How did you get it? ___________________________________

Do you plan to stay with this job permanently or do you think of it as a temporary job? _______________________

12. Do you want to get a job (or a new job, if already employed)?

Yes ___ No ___

If yes, when do you want to get a job?

During school year ___________

During summer ________________

After graduation _____________

If no, why don't you want to get a job? _______________

____

13. Have you been looking for work? Yes ___ No ___

If yes, how are you going about it?

____

If no, how do you think you would go about it?

____

14. What kinds of work interest you? ____________________

15. What kinds of work do not interest you? _____________

16. What do you do in your spare time? _________________

____

(Note: question #19 is to be used only with students being recruited for the experimental group)

17. I've told you a little about the Job Club program. Is there anything related to job-seeking that you would like to learn more about in the class? ______________________________

____

UNIT I: INTRODUCTION

ACTIVITY #2: **OUTLINE OF JOB CLUB PROGRAM:** Students will be introduced to the Job Club program. Completion of this activity satisfies the criteria for objective #2.

Materials:	Outline of Job Club program Student notebooks Course Objectives Data Sheets (see Appendix B)

Teaching/Learning Procedure:

1. Use the outline of the Job Club program to introduce the course to students. Discuss the course content, goals, the role of the teacher, and classroom rules.

2. Distribute student notebooks and Course Objectives data sheets. Explain how these will be used during and after the course. Show students how to fill out their individual data sheets, and allow them to check off objectives completed to date.

3. Proceed to activity #3.

UNIT I: INTRODUCTION

OUTLINE OF JOB CLUB PROGRAM

I. RATIONALE FOR THE PROGRAM

1. Studies show that students who have work experience during high school are much more likely to be employed after high school.

2. Most people find looking for a job to be a time-consuming, discouraging process. The Job Club program can make job-hunting more enjoyable because:

-the process is less discouraging when done in a group
-students will learn job-seeking skills which will make it more likely that they will find a job they want in a shorter amount of time

II. GENERAL FORMAT AND CONTENT

1. Six week program: 4 weeks of learning skills and getting materials together for a job search; 2-3 weeks of actual job hunting.

2. Skills to be learned: deciding what you want to do, filling out application forms, writing mini-resumes and resumes, finding job leads, telephone skills, interview skills, and letter writing.

3. The main goal of the program is to find a job.

III. EXPECTATIONS

1. Students will: come to class every day, observe usual classroom rules and attendance policies, complete assignments and think of getting a job as the goal of the course.

2. Progress reports will be given halfway through the course and grades will be given at the end of the course. These will be based on in-class work, class participation and effort.

3. The teacher will do everything possible to help students find jobs- except get jobs for them!

IV. NOTEBOOKS

1. Students will keep Job Club handouts and written work in the notebooks. Notebooks should remain in class until the end of the course, unless the teacher gives permission for students to bring their notebooks home. Once the class has ended, students should bring their notebooks home to use in future job searches.

2. Students will keep track of their progress in class by filling out their individual data sheets daily.

3. The teacher will check notebooks, add comments and grades where appropriate, and initial objectives completed on a daily basis.

UNIT I: INTRODUCTION

ACTIVITY #3: PRE-TEST: Students will complete a pre-test measure to assess current levels of understanding and performance in job-seeking skills. Completion of this activity satisfies the criteria for enabling objective #3.

Materials: pre-test

Teaching/Learning Procedure:

1. Describe the purpose of the pre-test.

2. Have students take the test. Teachers may decide to give the test orally if reading/writing skills are a problem for the majority of class members.

3. Collect tests and grade later. Students should not be allowed to see their corrected tests until the end of the course, as the pre and post-tests are the same.

4. If time allows, have students introduce themselves to the teacher and to one another. The teacher should ask students to include the following information in their introductions:

- -name and grade
- -employment status
    - -if working, state job title and where employed
    - -if not working, state area of interest in work
- -some piece of information that tells a bit more about the student, e.g.:
    - -hobbies
    - -sports
    - -other interests

UNIT I: INTRODUCTION

Pre-Test: JOB SEEKING SKILLS

NAME: ____________________ DATE: ____________________

PART I. (20 points)

Directions: The first part of this test is taken from an application form. Answer the questions just as you would if you were filling out a real application form.

Name(Last Name First)____________________ Soc. Sec. #_____________

Address___________________________________ Telephone________________

EDUCATION

School	No. of Years Attended	Name of School	City	Course	Did you graduate
Grammar					
High					
College					
Other					

EXPERIENCE

Name and Address of Company	Date		List Your Duties	Starting Salary	Final Salary	Reason for leaving
	From	To				

II. SENTENCE COMPLETION (20 points)

Directions: Complete each sentence by writing in the correct word from the list below.

1. A person who applies for a job is called an ________________.

2. ___________________________ are people who need your support for food, clothing, housing, etc.

3. A ____________________________ is a person who will give you a recommendation for a job.

4. If an employer is able to take out an insurance policy on you, you are ___________________________.

5. A person who has been __________________________ has been found guilty of a crime.

6. Jobs which are not advertised are said to be part of the ____.

7. A ____________________________ is a typed index card which shows your skills and abilities.

8. ___________________________________ give you information about job openings.

9. A ___________________________ should always be mailed along with a resume.

10. A ______________________________________ lists your past jobs and education in the order in which they occurred.

WORD LIST:

applicant
bondable
chronological resume
convicted
cover letter

dependents
hidden job market
job leads
mini-resume
reference

III. MULTIPLE CHOICE (5 points each)

Directions: Circle the answer that you think best answers the question.

1. Which method of looking for a job is most likely to help you find a job?

    a. going to the Job Service
    b. asking friends or family members for help
    c. looking for "help-wanted" signs
    d. reading the want-ads

2. What is a resume?

    a. a letter that someone writes to help you get a job
    b. a description of your education and past work experience
    c. a form you have to fill out before you can get a job
    d. a letter you write to ask about possible jobs

3. If a question on an application form does not apply to you, what should you do?

    a. leave it blank
    b. cross out the question
    c. try to answer it anyway
    d. write N/A

4. If an interviewer asks you "Have you ever done this kind of work before?" and you haven't, how should you answer?

    a. lie and say you have done this kind of work before
    b. say "No, I haven't"
    c. explain how other things you've done will help you on this job
    d. change the subject by asking the interviewer a question

IV. SHORT ANSWER QUESTIONS (10 points each)

1. List at least 3 types of places where you see advertisements for jobs.

    1. ______________________________
    2. ______________________________
    3. ______________________________

2. List at least 3 ways you might find out about jobs that are not advertised.

    1. ______________________________
    2. ______________________________
    3. ______________________________

3. Describe the clothes you would wear and your general appearance at an interview for a job as a waiter or waitress.

____

____

____

4. List three of your personal strengths that you could talk about during a job interview.

____

____

____

UNIT I:INTRODUCTION

ACTIVITY #4: (optional): VIDEOTAPES: Students will watch introductory videotapes on the job search process. Suggested videotapes are listed below.

Materials: videotape and equipment

Teaching/Learning Procedure:

1. Show a selected videotape to students.
2. Briefly discuss the main points of the videotape.
3. If time allows, proceed to Unit II.

Working. Published by the Metropolitan Life Company
To borrow the videotape from the State Department, contact:
Mr. Rich Tulikangas
Vermont Department of Education
120 State Street
Montpelier, VT 05602-2703
828-3141

The Employment Interview. Published by:

Johnson/Rudolph Educational Resources,
1004 State Street,
Bowling Green, KY 42101
1-800-248-5212

Making It Work. Published by:

Educational Resources Foundation
Columbia, S.C.

Dear ______________________________,

As you know, _____________________ has recently begun the Job Club course taught by ___________________________. In this course, students will be working on skills to help them in looking for a job, and will use these skills in an actual job search. Students will be involved in such activities as: deciding what jobs to look for, getting job leads, filling out job applications, learning telephone and interview skills, contacting employers, and writing resumes.

Programs like this one have been shown to be successful in helping job seekers find jobs. A key ingredient in that success is the support given by family and friends of job seekers. Here are some ways in which you can help:

1. **Attendance:** Encourage your son/daughter to attend class on time every day.

2. **Telephone:** There will be times when your son/daughter will need to call employers or friends at night. You can help by asking family members to keep phone use down when your son/daughter needs to use the telephone.

3. **Transportation:** It will be of great help to the job seeker in your family if you can help with transportation when he/she needs to go to interviews.

4. **Job Leads:** It has been shown that most of us get jobs through our family and friends. You can help your son/daughter by telling him/her about jobs you hear of at work or through friends.

We will be glad to discuss any questions, concerns or suggestions you have regarding the Job Club program. Please feel free to call us at _______________ or to visit the class anytime. We look forward to helping ________________ find a job, and know that your support and encouragement will play a big part in his/her success!

Sincerely,

____

UNIT II: SELF-ASSESSMENT

UNIT III: DATA BOOKS AND APPLICATION FORMS

UNIT II: SELF-ASSESSMENT

UNIT GOAL:

The student will assess job-related skills and goals by identifying 3 personal interests, 3 personal strengths, 3 work-related values, 3 educational or vocational skills, and at least 3 occupational choices.

ENABLING OBJECTIVES:

1. The student will identify at least 3 personal interests.

2. The student will identify at least 3 personal strengths which have application to the world of work.

3. The student will identify at least 3 work-related values which he/she finds important in making occupational choices.

4. The student will identify at least 3 educational or vocational skills which he/she has acquired.

5. The student will identify the names of at least 3 occupational choices which appeal to him/her.

PREREQUISITE SKILLS:

No special skills are needed.

NOTES TO THE TEACHER:

This self-assessment unit is designed to help students begin to focus on personal interests, strengths, values, and skills which are important in their consideration of various occupations. A series of checklists has been included to help students gain a better understanding of themselves and their expectations of work. Although this unit is not intended to serve as an in-depth "career exploration" unit, it should help students to identify skills and interests that are important to consider when beginning a job search.

The "Information Interview" included in Activity #3 can provide the student with helpful information about potential jobs. In exploring the advantages and disadvantages of a particular job, this exercise encourages students to develop a realistic attitude towards the world of work. Students should be reminded that they do not have to interview adults for this exercise. Classmates and friends may be a better source of information on occupational choices and working conditions for this age group.

Students should be made aware of the fact that the information they compile in this unit will be used in later units and on the actual job search. For example, the lists of skills generated in activity #4 can be used again on the students' application forms, resumes, and mini-resumes. The list of occupational choices from objective #5 will serve as a starting point for job leads and for job-seeking.

Teachers may wish to provide students with additional sources of information on careers and vocational choices. See Appendix G, Unit II, for a list of suggested sources.

SUGGESTED TIMELINE:

DAY:	ACTIVITY # ('s)	OBJECTIVES COMPLETED
1	1,2,3,4	1,2,3,4
2	5,6	5,6

UNIT II: SELF-ASSESSMENT

ACTIVTY # 1: HOBBIES AND INTERESTS: The unit is introduced to students. Each student will generate a list of 3 personal interests or hobbies. Successful completion of this activity meets the criteria for enabling objective #1.

Materials: "Hobbies and Interests" checklist

Vocabulary:	self-assessment	values	skills
	occupation	hobbies	

Teaching/Learning Procedure:

1. Explain to students that they are beginning a unit on self-assessment. Describe the unit goal, and define any vocabulary words which are unfamiliar to students. It may be helpful to list these words on the board. Stress the importance of identifying interests, strengths, values, skills, and occupational choices before beginning a job search. Provide examples of ways in which lists generated in objectives 1-5 will be used in later units.

2. Introduce objective #1 by telling students that the first activity asks them to think about their hobbies and interests. Provide a rationale for going through this process.

3. Define (or have a student define) "hobbies" and "interests," and ask for examples. Discuss with students the fact that one does not have to be an "expert " in something to have it qualify as an interest. Some interests translate more easily into jobs than others, but the point of this exercise is to brainstorm as many as possible.

4. Hand out the checklists, and tell students that they are to listen as you read the list orally. They should check off any hobbies or interests that appeal to them, and should add others in the blanks provided.

5. When step 4 has been completed, ask the students to go back over their lists, placing a star next to their three favorite or most important interests.

6. Collect lists and return the next day with comments, etc.

7. Proceed to activity #2.

UNIT II: SELF-ASSESSMENT

NAME:____________________ DATE:____________________

ACTIVITY #1: HOBBIES AND INTERESTS

Directions: Place a check next to any hobbies or interests of yours. Then star your top three choices!

____ Playing sports
____ Camping, hiking
____ Fishing
____ Hunting
____ Swimming
____ Bicycling
____ Horseback riding
____ Skiing
____ Motorcycling
____ Keeping pets
____ Raising animals
____ Gardening or taking care of plants
____ Farming
____ Carpentry
____ Fixing machines or appliances
____ Fixing cars
____ Cooking
____ Sewing
____ Knitting
____ Beauty and hair care
____ Music
____ Writing songs, stories, or poems
____ Photography
____ Reading
____ Watching TV
____ Computers
____ Churches, clubs, or other organizations.

Use this space to add other hobbies or interests you can think of.

____

____

____

UNIT II: SELF-ASSESSMENT

ACTIVITY #2: PERSONAL STRENGTHS: Each student will list 3 personal strengths. Successful completion of this activity satisfies the criteria for enabling objective #2.

Materials: "Personal Strengths" checklist

Vocabulary: personal strengths
employer
employee

Teaching/ Learning Procedure:

1. Explain to students that they will now identify personal strengths which may be applicable to the world of work.

2. Define a personal strength as a part of a person's character that makes others value him/her as a person and/or employee. Provide some examples.

3. Provide a rationale for this activity. For example:

"Your personal strengths are something you should be able to identify and use as you 'sell' yourself to a potential employer. Also, they may make you more suited for some jobs than others. For example, a person who checks off 'I'm good with my hands' may be more suited for a job that involves physical or 'hands-on' work such as carpentry than they would be for something like office work."

4. Hand out the checklist. Tell students that the procedure is the same as in activity #1: you will read as they check off items which best describe their personal strengths.

5. Ask students to go back over their lists and star the 3 statements that best describe them or are their favorite personal strengths.

6. Collect the checklists and return the next day with comments, check marks, etc.

7. Continue with activity #3.

UNIT II: SELF-ASSESSMENT

NAME:____________________________ DATE:____________________________

ACTIVITY #2: PERSONAL STRENGTHS

Directions: Place a check mark next to any sentence that describes you. When you've finished, put a star next to the three sentences that best describe you.

____ I'm good with words.
____ I'm good with my hands.
____ I'm reliable.
____ I'm energetic.
____ I'm friendly.
____ I'm easy to get along with.
____ I'm polite.
____ I'm honest.
____ I'm hard-working.
____ I'm usually on time.
____ I'm a fast learner.
____ I try to follow instructions.
____ I can work well on my own.
____ I like to work as part of a team.
____ I like to help other people.
____ I like to keep things neat and organized.

Use this space to add other personal qualities you can think of.

____

____

____

UNIT II: SELF-ASSESSMENT

ACTIVITY #3: **WORK VALUES:** Each student will list the 3 work values that are most important to him/her. Successful completion of this activity meets the criteria for enabling objective #3. An "information interview" homework assignment is also included to help students begin thinking about friends, relatives, or other people who hold jobs they may be interested in, and to identify the positive and negative aspects of those jobs.

Materials: "Work Values" checklists
"Information Interview" sheet

Vocabulary: work values

Teaching/ Learning Procedure:

1. Tell students that they will complete a checklist on Work Values.

2. Define "work values." They are statements that tell what people find most important about their work. This includes how people feel about the reasons why they work, where they work, who they work for, what they want out of work, etc.

3. Provide an example of a work value and a rationale for identifying it, e.g., a person who identifies "helping people" as a value may want to consider jobs in the human services field.

4. Hand out the checklists. Again, read the list orally and have students check off statements that apply to how they feel about work. Then ask them to star the 3 which are most important, or which they would be least willing to give up.

5. Collect the checklists. Return the next day with feedback.

6. Introduce the "Information Interview" exercise. Read the worksheet orally and help students think of people they could interview for this exercise. Remind students that adults need not be interviewed since interviews with classmates or friends who are already employed may provide them with more relevant information.

7. Proceed to activity #4.

UNIT II: SELF-ASSESSMENT

NAME:____________________________ DATE:____________________________

ACTIVITY #3: WORK VALUES

Directions: Put a check mark next to any sentence that tells how you feel about work. When you finish, go back and put a star next to the three things about work that are most important to you.

____ I want to make a lot of money.
____ I want to make friends at work.
____ I want a job where I can use my imagination.
____ I want to help people.
____ I want a job where I will get training for the future.
____ I want to work for a big company.
____ I want to work for a small business.
____ I want to work for myself.
____ I want to work indoors.
____ I want to work outdoors.
____ I want to work both indoors and outdoors.
____ I want to work with people.
____ I want to work alone.
____ I want to work with machines and tools.
____ I want to do office work.
____ I want to be in charge of other people.
____ I want a job where my boss tells me what needs to be done.
____ I want to go to different places and meet different people.
____ I want a job where I do the same things every day.

Use this space to add other things about work that are important to you.

____

____

____

____

UNIT II: SELF-ASSESSMENT

NAME: ______________________________ DATE: ____________________________

INFORMATION INTERVIEW

Directions: Friends, relatives, and other people can often provide you with information that will help you decide whether or not a certain job will be right for you. Choose someone you know who has a job you might be interested in trying out. Ask them the following questions to find out more about what they do. Be prepared to share your answers in class.

Name of person being interviewed: ______________________________

Employer's Name: ______________________________

Job Title: ______________________________

Brief Description of Job: ______________________________

____

1. What do you like most about your job?

____

____

2. What do you like least about your job?

____

____

3. Did you need any special training for this job? If so, what kind of training was it?

____

____

4. What skills do you need to do this job?

____

____

5. Would you recommend this job to other people?

____

UNIT II: SELF-ASSESSMENT

ACTIVITY #4: SKILLS: Each student will list 3 educational or vocational skills which he or she has acquired. Successful completion of this activity satisfies the criteria for enabling objective #4.

Materials: "Skills" checklist

Vocabulary: skills
supervise

Teaching/Learning Procedure:

1. Tell students they will complete a checklist on "skills." Define this term. Encourage students to consider a wide range of skills acquired through educational, vocational, recreational, and daily living experiences.

2. Provide a rationale for this exercise: 1) Identification of skills is a necessary component of career planning. It helps the student to clarify skills already acquired, identify jobs requiring those skills, and plan for the acquisition and development of further skills. 2) Skills identified in this exercise will be used in later units on resume development, completion of application forms, interviewing, and during the actual job search.

3. Give some examples of skills, and show how these skills could be used when making occupational choices.

> Example: Student checks "babysitting." Related jobs might include babysitting, teacher aide, teacher, camp counselor, day care instructor, etc. The student might consider babysitting or teacher aide work as possibilities for the present, but would need further skill development to become a teacher.

4. Hand out the checklists. Use the same procedure as in activities 1-3: the teacher reads the list orally; the students check appropriate items; the students write in additional skills in the spaces provided; the students choose the three skills that they would be most interested in using on the job.

5. Collect the checklists and return the next day with feedback.

UNIT II: SELF-ASSESSMENT

NAME: ______________________________ DATE: ______________________________

ACTIVITY #4: SKILLS

Directions: Put a check next to all of the things you are good at. Then put a star next to the three things you do best.

I'm good at:

____ Selling
____ Supervising others
____ Teaching
____ Babysitting
____ Taking care of other people
____ Organizing things
____ Making change
____ Typing/filing
____ Answering phones
____ Using a computer
____ Waiting on tables
____ Cooking
____ Cleaning
____ Sewing or knitting
____ Hairdressing
____ Driving
____ Construction/ carpentry
____ Housepainting
____ Operating machines or tools
____ Fixing machines
____ Welding
____ Fixing cars
____ Logging
____ Gardening
____ Farming
____ Yard work
____ Reading
____ Writing
____ Math
____ Drawing and painting
____ Playing music
____ Singing

Use this space to list other things you're good at:

____
____
____
____
____

UNIT II: SELF-ASSESSMENT

ACTIVITY #5: **OCCUPATIONAL CHOICES**: Each student will list 3 occupational choices which he/she would like to pursue. Successful completion of this activity satisfies requirements for enabling objective #5.

Materials:	"Hobbies and interests" checklist "Personal strengths" checklist "Work values" checklist "Skills" checklist "Occupational Choices" worksheet
Vocabulary:	occupational choices

Teaching/Learning Procedure:

1. Tell students that they will list 3 occupational choices using information from the previous four activities. Define the term "occupational choice."

2. Hand out the "Occupational Choices" worksheet.

3. Tell students to reread their checklists from the previous four activities. Discuss examples of students' interests, strengths, values and skills and how these may be related to occupational choices. Have students brainstorm other occupational choices.

4. Have students write their 3 occupational choices in the spaces provided on the worksheet.

5. Collect the worksheets. Return the next day with feedback.

6. Proceed to activity #6.

UNIT II: SELF-ASSESSMENT

NAME: ____________________________ DATE: ____________________________

ACTIVITY #5: OCCUPATIONAL CHOICES

Directions: Look at the four checklists you have already completed. List 3 occupations in which you could use some of the hobbies, interests, strengths and skills you have checked.

1. ____

2. ____

3. ____

UNIT II: SELF-ASSESSMENT

ACTIVITY #6: DISCUSSION GROUPS: Students will participate in a discussion group exercise which will help them to summarize and review concepts and vocabulary from the unit. The exercise will also allow students an opportunity to verbalize their interests, strengths, work values, skills and occupational choices in preparation for interview questions which deal with these issues.

Materials:
"Hobbies and interests" checklist
"Personal strengths" checklist
"Work values" checklist
"Skills" checklist
Unit II Glossary

Teaching/Learning Procedure:

1. Divide students into discussion groups of 3-5 students each. Assign a teacher, teacher's aide, or student to lead each group.

2. Using their checklists as guides, have each student summarize their interests, strengths, values, skills and occupational choices.

3. Discuss whether students will need to acquire more skills to obtain the jobs they have identified as occupational choices, or whether they already have the skills necessary to perform identified jobs.

4. Hand out the unit glossary, and have discussion group leaders check to be sure that students understand the vocabulary words that are listed.

UNIT II: SELF-ASSESSMENT

ADDITIONAL ACTIVITIES

The following exercises are included for students who complete unit activities before the rest of the class.

1. The Party: This exercise, from Richard Bolles' "What Color Is Your Parachute," gives students further experience in making career choices.

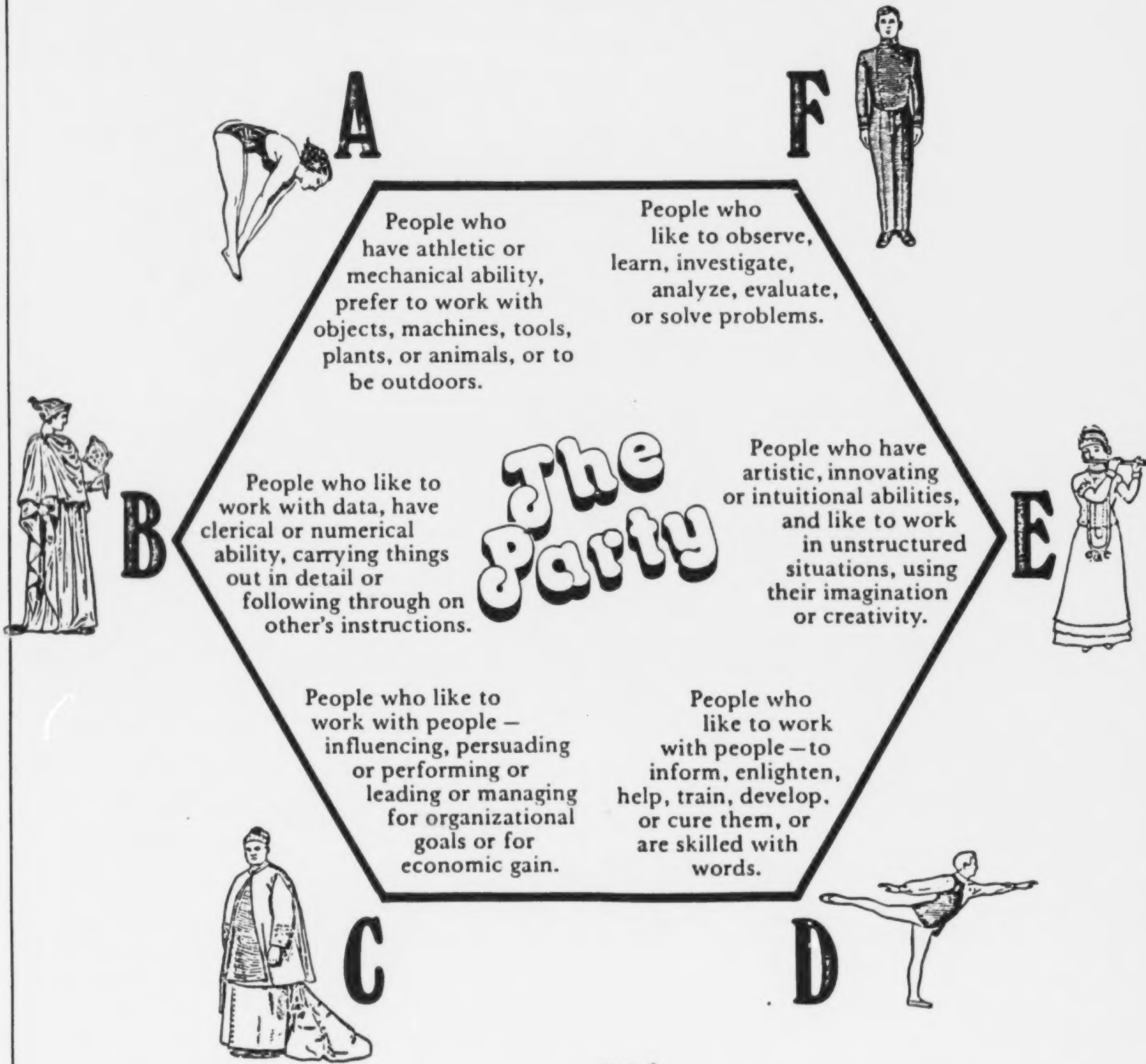
2. Pick One: This exercise which has been adapted from Canfield and Wells' "100 Ways To Enhance Self-Concept In The Classroom," asks students to write about their long-term career goals.

I.

What Skills You Have and Most Enjoy Using

Generally speaking, all skills divide into six clusters or families.
To see which ones you are *attracted to*, try this PARTY exercise:

Below is an aerial view of a room in which a two-day (!) party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room—as described below:



A People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

F People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

B People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.

E People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.

C People who like to work with people—influencing, persuading or performing or leading or managing for organizational goals or for economic gain.

D People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

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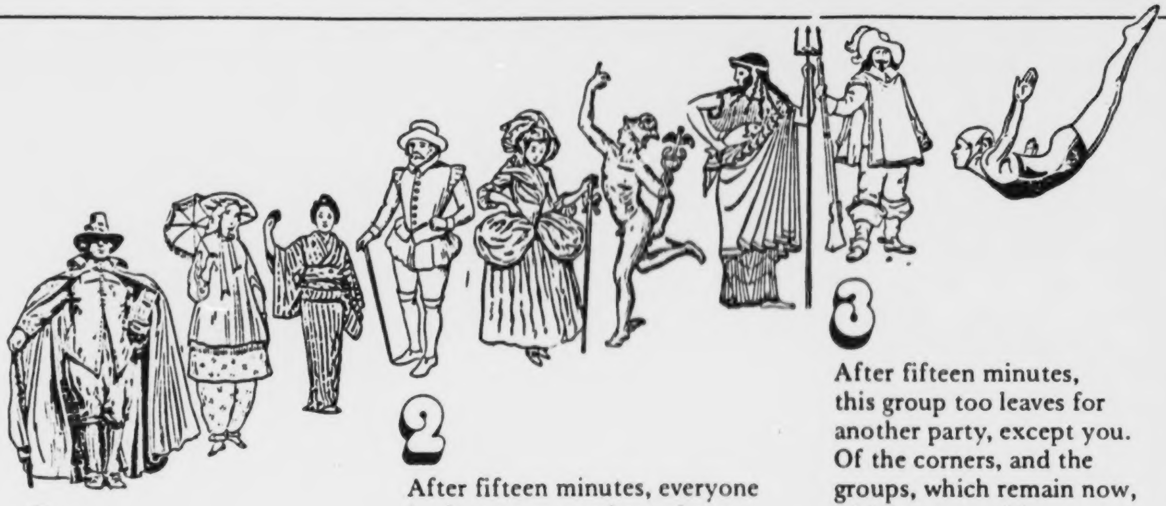


1

At this party, which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (Leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner in this box:

☐

2

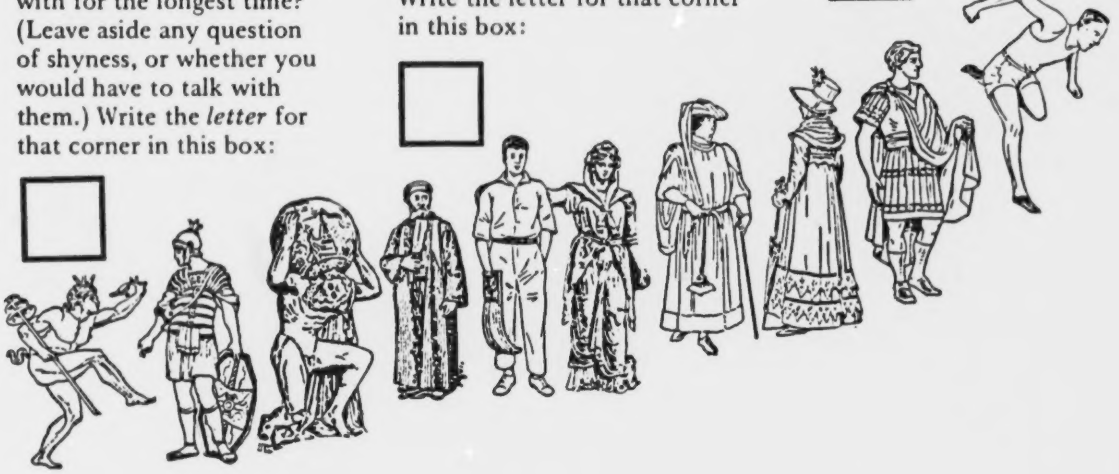
After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most *enjoy* being with for the longest time? Write the letter for that corner in this box:

☐

3

After fifteen minutes, this group too leaves for another party, except you. Of the corners, and the groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box:

☐



4 Now, underline the skills in each corner that you like best.

If you don't like parties, think of this as a library, or bookstore, with different sections: which one would you be most attracted to, etc.? Or think of it as a job-fair, with the employers grouped into different sections, etc. However you think of it – party, library, job-fair – it should end up giving you a GENERAL idea about what skills you have – for it is based on the theories of Dr. John L. Holland about skill groupings, and on the idea that we are attracted to People, Books, Jobs which use the skills we *already have* and most enjoy.

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UNIT II: SELF-ASSESSMENT

ADDITIONAL ACTIVITIES

PICK ONE!

1. Write a short composition or draw a cartoon to answer the following question: **If I could have any kind of job, what would it be?**

2. Make a list with the heading **Before I die, I want to...** Include as many things that you can think of that you would like to do before you die. Some items may have to do with work; others may not.

3. Write a **commercial** for yourself. Don't be afraid to boast!

4. Make a list of your **accomplishments**. List the accomplishments that occurred in your life:

   -before age 10
   -between the ages of 10 and 15
   -from age 15 to the present
   -last month
   -last week
   -yesterday

5. Make a **personal time line**. Include the events in your life which have been most important to you from birth to the present.

UNIT II: SELF-ASSESSMENT

GLOSSARY

employee: someone who works for a company or for another person.

employer: the person you work for.

hobbies: the kinds of things you like to do in your spare time.

occupation: what you do to earn a living.

occupational choice: the kind of work you think you would most like to do.

personal strengths: the parts of your character that make other people value you as a person and/or as an employee.

self-assessment: your knowledge of yourself and your abilities. In this unit, you have assessed yourself in terms of your interests, personal strengths, and work values to help you arrive at some possible choices about jobs.

supervising: making sure that other employees are doing the job correctly.

work values: what you consider important about work, your reasons for working, where you would like to work, who you would like to work for, and the kind of work you would like to do.

UNIT III: DATA BOOKS AND APPLICATION FORMS

UNIT GOAL:

The student will compile personal, educational and work-related information in a Data Book, and will independently transfer this information on to a real application form, with 80-100% of the blanks on the form filled out neatly, legibly, and completely.

ENABLING OBJECTIVES:

1. The student will use information gathered in Units I and II with teacher assistance to neatly and correctly complete a Data Book.

2. The student will use the Data Book, with assistance where necessary, to complete an application form.

3. The student will use the Data Book to independently complete an application form, with 80-100% accuracy.

PREREQUISITES:

Completed activity checklists from Unit II.

NOTES TO THE TEACHER:

The goal of this unit is twofold: first, students will compile the data they have been gathering in Units I and II into a Data Book, and second, they will transfer this information on to a real application form. It is hoped that students will come away from this unit with a sense of how important it is to fill out an application form neatly, correctly, and completely. The application form is often the first contact an employer has with a potential employee. It presents a written "picture" of the applicant, including information about the applicant's background and skills, his/her ability to follow directions, to be neat, and so on. If the application makes a good first impression, it may lead to an interview; if not, it may end up in a crowded file drawer.

NOTES TO THE TEACHER (cont'd):

Students often find it difficult to remember all of the information they need to fill out application forms; when they remember the information, they often forget how to spell it! Completing a Data Book thus becomes an important first step. In the Data Book, students are asked to fill in information typically found on application forms. They may then use the Data Book as a reference any time they are asked to complete an application form. The small size of the book makes it easy to carry and use during a job search. Although it takes time to complete a Data Book properly, it serves as an important job-search tool.

One of the teacher's major tasks will be to teach students how to transfer information from a Data Book on to a real application form. Poor or non-readers may need some additional strategies such as color-coding. Students should be advised that if a potential employer gives them an application form which seems too difficult, they may ask to complete it at home or at school.

The teacher will need to work with individuals on formulating answers to questions that may be difficult to answer. "Difficult" questions include those with regard to arrest, illness, disabilities, etc. Job seekers who have problems in these areas may find that truthful answers to such questions will jeopardize their chances of securing an interview. Dishonest responses may solve the immediate problem, but generally lead to trouble later. Most of the literature on this subject suggests that these items are best left blank on the application form. The applicant should then be prepared to discuss the issues during the interview, where he/she will have a better chance to explain the situation to his/her benefit. A number of these issues are addressed in this unit in the "Guidelines to Specific Questions." They will be explored further in the unit on interviews.

Most employers today are required to establish an employee's citizenship status after he or she has been hired. A copy of the Employment Eligibility Verification Form, published by the U.S. Department of Justice, has been included in this unit to give students practice in completing this form. Students should be prepared to show employers their driver's license, social security card or alien identification card when the verification form is completed.

Independent completion of application forms serves as the unit assessment. Students who do not meet the criteria level specified in enabling objective #3 should be given the opportunity for further practice and testing.

SUGGESTED TIMELINE:

DAY:	ACTIVITY # ('s):	OBJECTIVES COMPLETED:
1	1	1
2	2	2
3	3,4	3

UNIT III: DATA BOOKS AND APPLICATION FORMS

ACTIVITY #1: **DATA BOOKS:** Students will be introduced to the unit and will complete their own Data Books. Successful completion of this activity meets the criteria for enabling objective #1.

Materials: student handouts: "General Application Form Guidelines"
teacher's "Guidelines for Specific Questions"
vocabulary words on board
Data Books
checklists from Units I and II

Vocabulary: social security number
marital status
relationship
citizenship
volunteer work
disablities
military service
license

Teaching/Learning Procedure:

1. Introduce the unit to students, providing a brief overview of the unit goal, enabling objectives, and timeline. Tell students about the test scheduled for the last day!

2. Provide a rationale for learning how to fill out a Data Book and application forms. Explain the relationship of the Data Book and application forms, and provide an example of a situation when a Data Book could be used.

3. Tell students that while the first activity will be primarily concerned with completing Data Books, they will begin by discussing guidelines for filling out application forms. The rationale for this is that the same guidelines should be followed for both documents. The more complete and correct the Data Book is, the easier it will be for the student to fill out application forms.

4. Ask the class to brainstorm a list of guidelines for filling out application forms. Record student responses on the board.

5. Pass out the handout "General Application Form Guidelines." Read and briefly discuss each point. Note any similarities between the students' list and the handout.

6. Read over the list of vocabulary words. Define any words which are not familiar to students.

7. Distribute Data Books.

8. Using the teacher's "Guidelines for Specific Questions,"

define terms from the Data Book. Give an explanation of and model the procedure for filling in information. Have students complete Data Books. Provide individual assistance when necessary. Refer students to their Unit II checklists for information on their skills, hobbies and interests.

9. Correct completed Data Books and return the following day. Guidelines for comments:

* Have all instructions been followed?
* Is it neat?
* Is it complete?
* Is it accurate?
* Are there any corrections or improvements to be made?

UNTI III: DATA BOOKS AND APPLICATION FORMS

GENERAL APPLICATION FORM GUIDELINES

1. Use a pen (erasable if possible) and print clearly. Any information that cannot be read will hurt your chances of getting a job.

2. Read and follow all directions, e.g., do not write in boxes marked "For Office Use Only."

3. Sections marked "Special Purpose Questions" should be left blank unless the employer has put a check mark in one or more of the small boxes before individual questions. If you see these check marks, answer only the questions which have been checked off.

3. Copy information carefully from your Data Book.

4. Try to answer every question.

5. If you are having problems answering questions, ask for help or ask if you can bring the application form home with you.

6. If a question does not apply to you, write "N/A" (not applicable) or draw a short, neat line through the space.

7. If you think an answer to a particular question will hurt your chances of getting a job, e.g., a prison record, leave that space blank and be ready to talk about it in the interview.

8. Check over the application form before handing it in:

    * Have all instructions been followed?
    * Is it neat?
    * Is it complete?
    * Is it accurate?
    * Are there any corrections or improvements that can be made on the application?

BEST COPY AVAILABLE

UNIT III: DATA BOOKS AND APPLICATION FORMS

TEACHER'S GUIDELINES FOR SPECIFIC QUESTIONS

The following is a list of terms which are sometimes difficult for applicants to answer. Explanations and suggested responses are given, though in many cases answers are specific to the individual. The terms are listed in order of their appearance in the Data Book.

Social Security Number: Check to see that all students have social security numbers. If a student does not have one, he/she should apply for one and write "applied for" in the blank. Teachers may wish to have application forms for social security numbers on hand.

Telephone Numbers: Students should supply two numbers if possible: a home phone number, and the number of a relative or friend who is likely to be home to answer the phone.

Marital Status: Have students write "single" or "married." Other details such as "divorced" or "separated" are not necessary.

Work Experience: Students should list most recent job first.

Specific duties: Have students describe in a few sentences the tasks he/she carried out on the job, using skills checklists from Unit II as a reference.

Reason for Leaving: Encourage students to think of positive responses. For example, he/she could say that "I left for a better opportunity" instead of "I didn't like the job." Other examples of positive responses: "returned to school," "personal reasons," "temporary job," "needed more hours."

Fields of Study: Students should write "general" for elementary and junior high school, and should state the type of high school program in which they are currently enrolled, e.g., general, vocational, etc.

Number of Hours Completed: This applies to students who have left or dropped before graduation from high school or post-secondary programs. These students should write in the number of credit hours that they completed.

Military Status: Students who have been in the military should have documentation of necessary information. Have students complete the remainder of this Data Book page in the same manner that they completed the work experience section.

Position Desired: If the student is applying for a specific job, he/she should list it. If not, he/she may list several jobs or write "open." Phrases such as "any job will do" should be avoided!

Salary Desired: Advise students that it is best to write "negotiable" or "open." Employers may reject applicants who list salaries that are too high, and they may underpay those who list amounts that are lower than usual. Most of the job search literature recommends that salary levels not be discussed until the time of the interview or until a job offer has been made.

Date, Hours, Days Available: Students should think about the time they have available and write an answer which shows flexibility. The more available one is, the more likely it is that one will be interviewed; however, students need to be realistic about how much time they can spend working.

Hobbies, Interests, Skills: Encourage students to fill this out in the Data Book and on application forms. A list of hobbies and interests gives the employer a more complete picture of the applicant's skills and personality. Students should use checklists from Unit II as a reference.

Bondable: This question refers to the practice of obtaining insurance on employees who are in a position of financial responsibility. If the student does not have a prison record, he/she is probably bondable.

Arrested or Imprisoned: Tell students that traffic tickets and parking violations do not constitute an arrest. If a student has been arrested or imprisoned, he/she should leave this question blank and be prepared to discuss it in an interview if it comes up.

Days missed because of illness: Students should estimate the number of days missed from work during the past year (if applicable). If the time amounts to more than two weeks, the student should leave the item blank and be prepared to discuss it in an interview.

Health: The student should write "excellent" instead of "good," since this is a relative term. An applicant does not need to give information about a serious health problem if it does not prevent him/her from performing a particular job.

Disablities or Handicaps: Applicants should not be discriminated against because of disablities. The student should write "none" unless he/she has an obvious physical disablity or handicap. If the latter is the case, it is best to leave the item blank and to be prepared to discuss it during the interview.

Counseling or Treatment for Alcoholism, Drug Abuse, or Emotional Problems: This is personal information which the applicant is not obliged to reveal. Students should write "none" or put a dash in the appropriate blanks.

Car or Transportation: The employer wishes to know how an applicant plans to get to work. It the student does not own a car, he/she should state a plan for transportation to work.

Reference: Ask students to think of three people who would be willing to attest to their character. These people should not be relatives, or personal doctors or lawyers. Appropriate people include: former employers or supervisors; teachers; priests, rabbis or ministers; other adults who have job titles indicating responsibility, e.g., a friend's father who owns a business. Students should check with potential references to obtain permission to use their names.

UNIT III: DATA BOOKS AND APPLICATION FORMS

__ACTIVITY #2:__ APPLICATION FORMS: Students will review and discuss guidelines for completion of application forms. Each student will use his/her Data Book, with assistance where necessary, to complete an application form. Successful completion of this activity satisfies the criteria for enabling objective #2.

__Materials:__
completed Data Books
sample application forms : at least 2 sample forms
vocabulary words on board
Enployment Eligibility Verification form

__Vocabulary:__
dependents
worker's compensation
salary
bondable
reference
maiden name
applicant
referred by
signature
convicted

__Teaching/Learning Procedure:__

1. Return Data Books and give general feedback. Have students make corrections.

2. Tell students they will use their Data Books to complete application forms. Review general guidelines for completing forms.

3. Check to see that students understand key vocabulary words.

4. Have the students complete one or more application forms. Provide several application forms for the class to choose from, to allow exposure to a variety of questions, layouts, etc. Refer to the "Guidelines for Specific Questions" when necessary.

5. Have students complete Section 1 of the Employment Eligibility Verification form.

6. Collect forms. Return the following day with comments.

7. Describe the test to take place the next day. Tell students that they will be allowed to use their Data Books for the test, and that they will be asked to practice this skill further if they do not meet the 80-100% criteria level.

EPR-3212 Rev. 12/86 (formerly NYR-3300)

GRAND UNION

APPLICATION FOR
EMPLOYMENT WITH
THE GRAND UNION CO.
NORTHERN REGION
Rt. 4 & 32 Hudson River Rd.
Waterford, N.Y. 12188

Application Number: ____________________

THE GRAND UNION CO
"THE BEST FOR LESS"
40 MALLETS BAY AVENUE
WINOOSKI, VT 05404

PLEASE PRINT — ANSWER ALL QUESTIONS

Name .... Social Sec. No. ....
Last First Middle

Home Address .... Home Phone ....
Number, Street City State Zip Code

HOW DID YOU HEAR OF THIS JOB?

☐ Advertisement ☐ Agency Referral ☐ School Referral
☐ Customer Referral ☐ Employee Referral ☐ Walk-In ☐ Other__________

APPLICANT MUST INDICATE POSITION(S) DESIRED

☐ Full Time ☐ Days ☐ Nights
If Full Time Job is not available I would consider Part Time
☐ YES ☐ NO

☐ Part Time
I am available
From __________(Hour)
To __________(Hour)
Days __________

☐ Cashier
☐ Grocery Clerk
☐ Produce Clerk
☐ Bakery Clerk
☐ Seafood Clerk

☐ Meat Cutter
☐ Meat Wrapper
☐ Baker
☐ Deli Clerk
☐ Other__________

APPLICANT WILL BE CONSIDERED ONLY FOR POSITION(S) INDICATED.

If the job for which you have applied requires travel to different locations, do you have transportation available?
__________Yes __________No.

Are you between 18 and 70 years of age? __________Yes. If not, state your age __________

Have you ever been convicted of a crime? __________No __________Yes. If yes, please give details. __________

Do you have any impairments, physical, mental or medical, which would interfere with your ability to perform the job for which you have applied? __________

Were you ever in our employ? __________No __________Yes. If yes, what store/office and when __________

Why did you leave? __________

Relationship, location of any relatives now with Grand Union __________

EDUCATION:	NAME OF SCHOOL, CITY & STATE	NO. OF YEARS ATTENDED	HIGHEST GRADE COMPLETED?	COURSE OF STUDY	LAST YEAR ATTENDED
Grade School					
High School					
College or University					
Post Grad or Spec. Course					
Other Special Courses					

EXPERIENCE: (LIST YOUR PRESENT OR LAST JOB FIRST–ATTACH ADD'L. SHEETS IF NECESSARY)

DATES		NAME OF EMPLOYER	ADDRESS (STREET AND TOWN)	NATURE OF DUTIES	WEEKLY WAGE	REASON FOR LEAVING	CHECKED BY
FROM	TO						

References - List name, complete address & telephone number of 3 personal references (other than relatives and employers).	Checked b
1.	
2.	
3.	

Would you object to being transferred to another community or state? ____ Yes ____ No.

What position with Grand Union would you ultimately work toward? ____________

PLEASE COMPLETE THE FOLLOWING:

Use the space below to note any special information that may help us to understand your skills and abilities that will be helpful on this job.

It is understood misrepresentation in any of the statements made on this application will result in cancellation of this application and if already employed, will be cause for severance of that employment. It is further understood that continued employment is subject to final approval by the Personnel Department after complete investigation which I hereby authorize The Grand Union Company to make, releasing all my previous employers from all liability for damage on account of furnishing the information involved.

It is also understood that my service may be terminated at any time, at either party's option, without notice or explanation, and I shall be entitled to receive compensation only for services rendered.

It is the policy of The Grand Union Company to seek and employ qualified personnel in all positions, to provide equal opportunities for the advancement of employees, including upgrading, promotion and training, and to administer these activities in a manner which will not discriminate against any individual because of race, color, religion, sex, national origin or age.

Date ____________ Applicant's Signature ____________

APPLICATIONS WILL BE CONSIDERED ACTIVE FOR A PERIOD OF 30 DAYS.

AN EQUAL OPPORTUNITY EMPLOYER M/F

EMPLOYMENT APPLICATION

SOCIAL SECURITY NO. ______

NAME ______ STREET ADDRESS ______
FIRST NAME MIDDLE INITIAL LAST NAME

APT. NO. OR BOX ______ CITY ______ STATE ______ ZIP ______ AREA CODE ______ TEL. NO ______

ARE YOU 18 OR OLDER? ☐ YES ☐ NO, IF NOT, AGE ______

EVER WORKED FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION ______

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ______

HOURS AVAILABLE:	M	T	W	T	F	S	S
FROM							
TO							

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO

HOW DID YOU HEAR OF JOB? ______

HOW FAR DO YOU LIVE FROM STORE? ______

DO YOU HAVE TRANSPORTATION TO WORK? ______

SCHOOL MOST RECENTLY ATTENDED:

NAME ______ LOCATION ______ PHONE ______

TEACHER OR COUNSELOR ______ DEPT. ______ LAST GRADE COMPLETED ______ GRADE POINT AVERAGE ______

GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ______

TWO MOST RECENT JOBS: (IF NOT APPLICABLE, LIST U.S. MILITARY, WORK PERFORMED ON A VOLUNTARY BASIS OR PERSONAL REFERENCES)

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT. REFERENCE CHECK DONE BY ______

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT. REFERENCE CHECK DONE BY ______

PHYSICAL:

ANY HEALTH PROBLEMS OR PHYSICAL DISABILITIES WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO

DO YOU NOW HAVE OR HAVE YOU HAD, WITHIN THE LAST SIX MONTHS, ANY CONTAGIOUS OR COMMUNICABLE DISEASES, OR GASTRO—INTESTINAL INFECTIONS, OR HAVE YOU EVER HAD HEPATITIS OR SALMONELLA? ☐ YES ☐ NO

EXPLAIN ANY YES ANSWERS IN DETAIL: ______

*DURING THE PAST 10 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO

IF YES, DESCRIBE IN FULL ______

* A conviction will not necessarily bar you from employment.

1. I certify that the information contained on this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with the policy of this independent McDonald's franchise. 2. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. 3. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and this McDonald's franchise retains the same rights. No representative of this McDonald's franchise has the authority to make any contrary agreement.

DATE ______ SIGNATURE ______

This McDonald's franchise is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition State and Local laws prohibit discrimination on the basis of disability and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

YOUR APPLICATION WILL BE CONSIDERED ACTIVE FOR 30 DAYS-FOR CONSIDERATION AFTER THAT YOU MUST REAPPLY. THIS RESTAURANT IS OWNED AND OPERATED BY AN INDEPENDENT McDONALD'S LICENSEE.

LICENSEE

OB PRODUCT NO. 4850124 (REV. 11/87)

APPLICANTS - PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

If hired, Federal Law requires that you furnish documentation showing your identity and that you are legally authorized to work in the United States.

SEE BACK OF THIS TAB FOR SPECIFIC DOCUMENTS NEEDED.

APPLICANTS — PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

McDonald's

- **FLEXIBLE HOURS**
- **ADVANCEMENT OPPORTUNITIES**
- **COMPETITIVE WAGES**
- **WAGE REVIEWS**
- **PERFORMANCE REVIEW**
- **PAID TRAINING**
- **FRIENDLY WORK ENVIRONMENT**
- **UNIFORMS**
- **LIBERAL MEAL BENEFITS**
- **EMPLOYEE ACTIVITIES**
- **SERVICE AWARDS**

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U.S. law requires that you must furnish your social security card* and one of the following documents within 72 hours of starting work.

- A card issued by Federal, State or local government showing your identity
- Driver's license, or state issued I.D. card with photo
- School I.D. card with photo
- Current INS Forms with employment authorization stamp
- U.S. passport
- Voter's registration card
- U.S. military card or other draft card

*If you do not have a social security card, you may present an original or copy of a U.S. birth certificate, or Department or State Forms FS-545 or DS-1350 or INS Forms I-327, I-571, I-197, I-179

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ For Privacy Act and Paperwork Reduction Act Notice, see instructions.

OMB No. 1545-0010
1988

1 Type or print your full name	2 Your social security number
Home address (number and street or rural route)	3 Marital Status ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate **Note:** *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*
City or town, state, and ZIP code	

4 Total number of allowances you are claiming (from the Worksheet on page 3) . . . .

5 Additional amount, if any, you want deducted from each pay (see Step 4 on page 2) . . . . $

6 I claim exemption from withholding because (see Step 2 above and check boxes below that apply)

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year 19

c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . ☐ **Yes** ☐ **No**

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ **Date** ▶ , 19

7 Employer's name and address (**Employer: Complete 7, 8, and 9 only if sending to IRS**)	8 Office code	9 Employer identification number

IF YOU WANT THE COMPLETE W4 WITH INSTRUCTIONS, PLEASE ASK THE STORE MANAGER.

BURGER KING®

RESTAURANT OPERATIONS
HOURLY EMPLOYEE

APPLICATION FOR EMPLOYMENT

The Jan Companies
AN EQUAL OPPORTUNITY EMPLOYER — M/F/H

Discrimination in employment because of race, creed, color, national origin, ancestry, age, sex, physical or mental handicaps, or liability for service in the armed forces of the U.S. is prohibited by federal legislation and/or by laws against discrimination in some states.

PERSONAL

LAST NAME	FIRST	MIDDLE INITIAL	PHONE
STREET ADDRESS	CITY	STATE	ZIP CODE

SOCIAL SECURITY NUMBER

HOW DO YOU PLAN TO GET TO WORK? ☐ MASS TRANSIT ☐ AUTO ☐ OTHER

NAME AND PHONE OF PERSON TO BE NOTIFIED FOR EMERGENCY
(Do not answer in New York State)

IS YOUR CITIZENSHIP OR IMMIGRATION STATUS SUCH THAT YOU CAN LAWFULLY WORK IN THE U.S.? ☐ YES ☐ NO
IF HIRED, CONTINUED EMPLOYMENT MAY BE DEPENDENT UPON PROOF OF CITIZENSHIP OR PRESENTATION OF AN ALIEN REGISTRATION NUMBER.

ARE YOU: ☐ 14-15 ☐ 16-17 ☐ 18 OR OLDER IF UNDER 18, PROOF OF AGE MUST BE PROVIDED PRIOR TO HIRING

EDUCATION

NAME OF SCHOOL AND ADDRESS	DATES FROM (Mo./Yr.)	DATES TO (Mo./Yr.)	GRADUATED YES	GRADUATED NO	NUMBER OF COLLEGE CREDIT HOURS	MAJOR	AVERAGE
JUNIOR HIGH							
HIGH SCHOOL							
COLLEGE							
OTHER							

EXTRACURRICULAR ACTIVITIES

CURRENTLY ENROLLED IN HIGH SCHOOL/STUDY PROGRAM ☐ YES ☐ NO

GENERAL/ACTIVITIES

STARTING WAGE DESIRED $_____ PER HOUR

DATE AVAILABLE TO START

DAYS AND HOURS AVAILABLE TO WORK							
DAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FROM							
TO							

WHAT INTERESTED YOU IN BURGER KING?

WHAT ARE YOUR HOBBIES, SPECIAL INTERESTS, AND ACTIVITIES?
(Do not include those indicating race, creed, nationality or religion)

DO NOT ANSWER THE FOLLOWING QUESTION IN NEW YORK STATE OR MASSACHUSETTS OR — IF CONVICTION OCCURRED MORE THAN SEVEN (7) YEARS AGO — IN WASHINGTON STATE. A RECORD OR CONVICTION DOES NOT DISQUALIFY YOU FROM EMPLOYMENT CONSIDERATION.

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR OTHER THAN A TRAFFIC VIOLATION? ☐ NO ☐ YES
IF YES, STATE CHARGE, COURT, DATE AND DISPOSITION OF CASE

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EMPLOYMENT/WORK EXPERIENCE

COMPANY NO. 1 (Present or most recent employer)	ADDRESS/PHONE NUMBER	
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD	SUPERVISOR'S NAME/POSITION	
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO	DAYS LOST FROM WORK (Do not answer in New York State)	
REASON FOR LEAVING		

COMPANY NO. 2	ADDRESS/PHONE NUMBER	
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD	SUPERVISOR'S NAME/POSITION	
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO	DAYS LOST FROM WORK (Do not answer in New York State)	
REASON FOR LEAVING		

THE INFORMATION I AM PRESENTING IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND I UNDERSTAND THAT ANY FALSIFICATION OR MISREPRESENTATION HEREIN COULD RESULT IN MY DISCHARGE IN THE EVENT I AM EMPLOYED BY THE BURGER KING CORPORATION. I AUTHORIZE BURGER KING CORPORATION OR ITS REPRESENTATIVES TO CONTACT ALL FORMER EMPLOYERS AND TO FURTHER INQUIRE AS TO ANY INFORMATION GIVEN BY ME ON THIS APPLICATION.

APPLICANT'S SIGNATURE ____________________ DATE: __________

DO NOT WRITE BELOW THIS LINE — FOR BURGER KING RESTAURANT USE ONLY

COMPANY NO. 1 REFERENCE CHECK

				GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE:	☐ YES	☐ NO	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED:	☐ YES	☐ NO	PERFORMANCE:	☐	☐	☐

CHECKED BY:	CONTACTED:	DATE:

COMPANY NO. 2 REFERENCE CHECK

				GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE:	☐ YES	☐ NO	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED:	☐ YES	☐ NO	PERFORMANCE:	☐	☐	☐

CHECKED BY:	CONTACTED:	DATE:

MANAGER'S/INTERVIEWER'S NOTES:

EMPLOYMENT ELIGIBILITY VERIFICATION (Form I-9)

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Birth Name
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/Day/Year)	Social Security Number		

I attest, under penalty of perjury, that I am (check a box):

☐ 1. A citizen or national of the United States.
☐ 2. An alien lawfully admitted for permanent residence (Alien Number A ____________).
☐ 3. An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A ____________, or Admission Number ____________, expiration of employment authorization, if any ____________).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/Day/Year)

PREPARER/TRANSLATOR CERTIFICATION (To be completed if prepared by person other than the employee). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Instructions:
Examine one document from List A and check the appropriate box, ***OR*** examine one document from List B ***and*** one from List C and check the appropriate boxes. Provide the ***Document Identification Number*** and ***Expiration Date*** for the document checked.

List A
Documents that Establish Identity and Employment Eligibility

☐ 1. United States Passport
☐ 2. Certificate of United States Citizenship
☐ 3. Certificate of Naturalization
☐ 4. Unexpired foreign passport with attached Employment Authorization
☐ 5. Alien Registration Card with photograph

Document Identification
# ____________

Expiration Date (if any)
____

List B
Documents that Establish Identity

and

☐ 1. A State-issued driver's license or a State-issued I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State) ____________)
☐ 2. U.S. Military Card
☐ 3. Other (Specify document and issuing authority)
____

Document Identification
# ____________

Expiration Date (if any)
____

List C
Documents that Establish Employment Eligibility

☐ 1. Original Social Security Number Card (other than a card stating it is not valid for employment)
☐ 2. A birth certificate issued by State, county, or municipal authority bearing a seal or other certification
☐ 3. Unexpired INS Employment Authorization Specify form
# ____________

Document Identification
# ____________

Expiration Date (if any)
____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine and to relate to the individual named, and that the individual, to the best of my knowledge, is eligible to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (05/07/87)
OMB No. 1115-0136

U.S. Department of Justice
Immigration and Naturalization Service

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A, which requires employers to verify employment eligibility of individuals on a form approved by the Attorney General. This form will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form, may be a violation of the above law and may result in a civil money penalty.

Section 1. Instructions to Employee/Preparer for completing this form

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number *or* Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees whose present names differ from birth names, because of marriage or other reasons, must print or type their birth names in the appropriate space of Section 1. Also, employees whose names change after employment verification should report these changes to their employer.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If a person assists the employee with completing this form, the preparer must certify the form by signing it and printing or typing his or her complete name and address.

Section 2. Instructions to Employer for completing this form

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment eligibility, and:

- checking the appropriate box in List A *or* boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Name changes of employees which occur after preparation of this form should be recorded on the form by lining through the old name, printing the new name and the reason (such as marriage), and dating and initialing the changes. Employers should not attempt to delete or erase the old name in any fashion.

RETENTION OF RECORDS.

The completed form must be retained by the employer for:

- three years after the date of hiring; or
- one year after the date the employment is terminated, whichever is later.

Employers may photocopy or reprint this form as necessary.

.S. Department of Justice
nmigration and Naturalization Service

OMB #1115-0136
Form I-9 (05/07/87)

★ U.S.G.P.O.: 1987- 183-918/69085

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

UNIT III: DATA BOOKS AND APPLICATION FORMS

ACTIVITY #3: COMPLETED APPLICATION FORMS: Students will independently complete an application form. Successful completion of this activity satisfies the criteria for enabling objective #3.

Materials: Data Books
Copy of a sample application form for each student

Teaching/Learning Procedure:

1. Return application forms with comments from previous day. Discuss any problems that may have arisen.

2. Hand out application forms. Have students complete forms independently, using Data Books.

3. Collect application forms.

4. Proceed to activity #4.

Scoring Procedure:

1. Count up total number of items on the application form.

2. Determine percentage of items filled in with correct information. Answers will vary; refer to students' Data Books for correct individual responses.

3. Determine percentage of items filled out neatly and legibly.

4. Find the average of these two percentages to determine a final score.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) **(AN EQUAL OPPORTUNITY EMPLOYER)**

Date ______

Name (Last Name First) ______ Soc. Sec. No. ______

Address ______ Telephone ______

What kind of work are you applying for? ______

What special qualifications do you have? ______

What office machines can you operate? ______

Are you 18 years or older? Yes ______ No ______

SPECIAL PURPOSE QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT ______ FEET ______ INCHES ______ ☐ WEIGHT ______ LBS. ☐ CITIZEN OF U.S. YES ______ NO ______

☐ ______

MILITARY SERVICE RECORD

Armed Forces Service ______ Yes ______ No ______ From* ______ To* ______

Branch of Service ______ Duties ______

Rank or rating at time of enlistment ______ Rating at time of discharge ______

Do you have any physical limitations that prohibit you from performing any work for which you are being considered? Yes ______ No ______. Please describe. ______

EDUCATION

SCHOOL	*NO. OF YEARS ATTENDED	NAME OF SCHOOL	CITY	COURSE	*DID YOU GRADUATE?
GRAMMAR					
HIGH					
COLLEGE					
OTHER					

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EXPERIENCE

NAME AND ADDRESS OF COMPANY	DATE		LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
	FROM	TO				

BUSINESS REFERENCES

NAME	ADDRESS	OCCUPATION

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

TOPS Form 3286 (Revised)

Litho in U.S.A.

UNIT III: DATA BOOKS AND APPLICATION FORMS

ACTIVITY #4: EMPLOYER'S CHOICE: Given 3 mock application forms, students will select one of the imaginary candidates for a job. This activity is designed to help students spot errors and understand the value of a carefully completed application form.

Materials: 3 pre-prepared application forms
classified ad

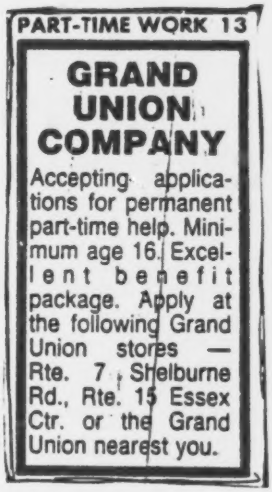
Teaching/Learning Procedure:

1. Assign students to small groups.

2. Describe a job opening (see classified ad). Tell students that it is their task to select one of the 3 applicants for this job, based on the application forms received.

3. Distribute the 3 application forms to each student. Give groups 5-10 minutes to make their choice.

4. When time is up, have each group state which applicant they chose and the reasons for their choice.



PART-TIME WORK 13

GRAND UNION COMPANY

Accepting applications for permanent part-time help. Minimum age 16. Excellent benefit package. Apply at the following Grand Union stores — Rte. 7 Shelburne Rd., Rte. 15 Essex Ctr. or the Grand Union nearest you.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

Date June 15, 1987

Name [Last Name First] Turner, Mike

Soc. Sec. No. 028-50-0131

Address 101 Main St. Swanton, VT. 05488

Telephone 868-7311

What kind of work are you applying for? stock clerk, bagger, or other jobs

What special qualifications do you have? I'm good at math and reading.

What office machines can you operate? calculator

Are you 18 years or older? Yes ______ No ✓

SPECIAL PURPOSE QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT ______ FEET ______ INCHES ______ ☐ WEIGHT ______ LBS. ☐ CITIZEN OF U.S. YES ______ NO ______

☐ ______

MILITARY SERVICE RECORD

Armed Forces Service ______ Yes ______ No ✓ From* ______ To* ______

Branch of Service ______ Duties ______

Rank or rating at time of enlistment ______ Rating at time of discharge ______

Do you have any physical limitations that prohibit you from performing any work for which you are being considered? Yes ______ No ______. Please describe. ______

EDUCATION

SCHOOL	*NO. OF YEARS ATTENDED	NAME OF SCHOOL	CITY	COURSE	*DID YOU GRADUATE?
GRAMMAR	6	Swanton Elementary & Central	Swanton	general	yes
HIGH	4	Mississquoi Valley	Swanton	general	N/A
COLLEGE					
OTHER					

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EXPERIENCE

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
—	—	—	—	—	—	—

BUSINESS REFERENCES

NAME	ADDRESS	OCCUPATION
Richard Clark	RD 1 Swanton	Teacher
Margaret Richards	Main St. St. Albans	Manager at IGA
Dr. John Roberts	RD 2 Fairfield	Doctor

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TOPS Form 3286 (Revised)

Litho in U.S.A.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

Date JUNE 15, 1987

Name [Last Name First] KELLEY SMITH

Soc. Sec. No. 133 - 68 - 3247

Address 13, MAPLE DRIVE, ESSEX, VT. 05451

Telephone 878 - 9241

What kind of work are you applying for? DON'T CARE

What special qualifications do you have? WORKED AS A CASHIER

What office machines can you operate? CASH REGISTER.

Are you 18 years or older? Yes ✓ No

SPECIAL PURPOSE QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT ____ FEET ____ INCHES ____ ☐ WEIGHT ____ LBS. ☐ CITIZEN OF U.S. YES ____ NO ____

☐ ____

MILITARY SERVICE RECORD

Armed Forces Service ____ Yes ____ No ____ From* ____ To* ____

Branch of Service ____ Duties ____

Rank or rating at time of enlistment ____ Rating at time of discharge ____

Do you have any physical limitations that prohibit you from performing any work for which you are being considered? Yes ____ No ____. Please describe. ____

EDUCATION

SCHOOL	*NO. OF YEARS ATTENDED	NAME OF SCHOOL	CITY	COURSE	*DID YOU GRADUATE?
GRAMMAR	8	ESSEX	ESSEX	GENERAL	YES
HIGH	4	ESSEX VOCATIONAL CENTER	ESSEX	VOCATIONAL	STILL THERE
COLLEGE					
OTHER					

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EXPERIENCE

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
GRAND UNION, ESSEX	9/85	9/86	CASHIER	$3.35	$3.35	FIGHT WITH SUPERVISOR
McDONALDS, SO. BURLINGTON	10/86	11/86	CASHIER	$3.35	$3.35	I QUIT
AL'S FRENCH FRIES, SO. BURLINGTON	12/86	2/87	CASHIER	$3.35	$3.35	DIDN'T GET ALONG WITH BOSS

BUSINESS REFERENCES

NAME	ADDRESS	OCCUPATION
STANLEY KAPLAN	BROOKS DRUGS, ESSEX, VT.	STORE MANAGER
PETER PARKER	RD 1, JERICHO, VT.	TEACHER
LINDA LAMBERT	BOX 33, WESTFORD, VT.	GUIDANCE COUNSELOR

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TOPS Form 3286 (Revised)

Litho in U.S.A.

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APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

Date JUNE 15, 1987

Name (Last Name First) TONY JOHNSON Soc. Sec. No. 008-48-6596

ddress 42, SUMMER STREET BURLINGTON Telephone 658-0751

What kind of work are you applying for? CASHIER OR STOCK CLERK

What special qualifications do you have? CAN RUN CASH REGESTER

What office machines can you operate? CASH REGESTER

Are you 18 years or older? Yes ______ No ______

SPECIAL PURPOSE QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT ~~5~~ FEET ~~9~~ INCHES ~~½~~ ☐ WEIGHT ~~140~~ LBS ☐ CITIZEN OF U.S. YES ______ NO ______

☐ ______

MILITARY SERVICE RECORD

Armed Forces Service ______ Yes ______ No ✓ From* ______ To* ______

Branch of Service ______ Duties ______

Rank or rating at time of enlistment ______ Rating at time of discharge ______

Do you have any physical limitations that prohibit you from performing any work for which you are being considered? Yes ____ No ____. Please describe. ______

EDUCATION

SCHOOL	*NO. OF YEARS ATTENDED	NAME OF SCHOOL	CITY	COURSE	*DID YOU GRADUATE?
GRAMMAR	8	EDMUNDS SCHOOL	BURLINGTON		✓
HIGH	3	BURLINGTON HIGH SCHOOL	BURLINGTON		NOT YET
COLLEGE					
OTHER					

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EXPERIENCE

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
P+C, WILLISTON ROAD	6/85	9/85	CASHIER	$3.35	$3.35	SCHOOL
GAYNES, WILLISTON ROAD	6/86	9/86	STOCK CLERK			

BUSINESS REFERENCES

NAME	ADDRESS	OCCUPATION
TOM PETERS	P+C, WILLISTON ROAD	MANAGER
NANCY DAVIS	IBM	COMPUTERS

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TOPS Form 3286 (Revised)

Litho in U.S.A.

UNIT III: DATA BOOKS AND APPLICATION FORMS

ADDITIONAL ACTIVITY

PASSWORD: Students will review vocabulary words from this unit by playing a version of the game Password.

Materials: 2 sets of vocabulary words from the Unit III glossary, written individually on small slips of paper

Teaching/Learning Procedure:

1. Divide students into two teams.

2. Explain the following rules to students and begin the game.

    1. The object of the game is to be the first team to guess the vocabulary word given by the teacher to one person on each team.

    2. During each "round" of the game, a member from each team is chosen to give clues so that other team members can guess the vocabulary word. Both team members are given the same word on small slips of paper. Team members should take turns acting as clue givers.

    3. Choose one team to go first. The team member who has been given the vocabulary word gives his/her team a clue to help team members guess the word. Teams (or the teacher) should decide before the start of the game whether the clues are to be restricted to one word or whether they may be longer. (One word clues are generally more difficult). In either case, the clue that is given may not contain the word to be guessed, or any form of the word.

    4. Upon being given the clue, team members decide whether they will guess or "pass" on the word. If a correct guess is made, the team is awarded points. If the team decides to pass or guesses incorrectly, the other team takes its turn. Points are awarded as follows:

Word guessed after 1st clue: 10 points
Word guessed after 2nd clue: 9 points

and so on, until the word is guessed or 10 clues are given. For example:

Team I: Guesses incorrectly after the 1st clue. No points are awarded. Team II takes its turn.
Team II: Guesses correctly after this (2nd) clue. 9 points are awarded.

5. The losing team has the option of giving the first clue or passing on the next word.

6. The game continues until the end of a predetermined length of time, or until all words have been used up. The team with the most points at the end of this time wins.

UNIT III: DATA BOOKS AND APPLICATION FORMS

GLOSSARY

applicant: the person applying for a job.

bondable: if you are responsible for a lot of money, your employer may have to take out an insurance policy on you. If he/she is able to do this, you are "bondable." Unless you have a prison record, you are probably bondable.

citizenship: refers to the country you were born in or the country in which you have chosen to become a citizen.

convicted: means to be found guilty of a crime. Traffic and parking tickets do not count as convictions.

dependents: people who need your support for food, clothing, a place to live, etc. Children are usually dependents of their parents until they are at least 18 years old.

disabilities: physical or mental impairments which may limit a person's ability to do some parts of a job.

license: a permit to do something such as: drive a car, fly a plane, or run a restaurant.

maiden name: a woman's name before marriage, if she changes her name when she is married.

marital status: tells if a person is married or not. You should write "married" or "single," depending on your status.

military service: refers to time spent in the Army, Navy, Marines, Air Force, or Coast Guard.

reference: a person who can give information about your skills, what kind of a person you are, etc. It is best to ask former employers, teachers, counselors, or other adults in positions of responsibility to act as your references. It is usually not appropriate to list your relatives as references.

referred by: the person or other source of information about a possible job opening. This person or source should be known to the employer.

GLOSSARY (cont'd)

relationship: the connection you have with another person. If you write another person's name on an application form, you may be asked to state that person's relationship to you. For example, you might write: Joe Smith, father.

salary: the amount of money earned on a job.

signature: your signed name. This is usually the only place on the application where you do not print.

social security number: the long number on your social security card. Employers need this number for identification and tax purposes.

volunteer work: work you have done without pay. For example, you may have done volunteer work with children, elderly people, or in a hospital.

worker's compensation: money a person receives if he/she is injured on the job and cannot work.

UNIT IV: THE MINI-RESUME

UNIT IV: THE MINI-RESUME

UNIT GOAL:

The student will use information gathered in Units I-III to complete a mini-resume that is accurate and legible.

ENABLING OBJECTIVES:

1. The student will use information gathered in Units I-III and a mini-resume model to complete a mini-resume that is accurate and legible.

2. The student will define the term "mini-resume," and will state at least 3 ways in which one could use a mini-resume.

PREREQUISITES:

Completion of Units I-III.

NOTES TO THE TEACHER:

The mini-resume is a job-search tool that is unique and practical. Composed on a colored 3 x 5 index card, the mini-resume summarizes personal and work-related information for a potential employer in a business-like fashion. A mini-resume may suggest to an employer that an applicant is professional, well-prepared, and worthy of consideration for an interview or a job. In writing a mini-resume, students are asked to briefly state their skills and goals. This exercise helps them to develop a vocabulary that will be helpful when speaking to employers on the telephone and in interviews, and when writing longer resumes.

SUGGESTED TIMELINE:

DAY:	ACTIVITY #:	OBJECTIVE(S) COMPLETED:
1	1	1,2

UNIT IV: THE MINI-RESUME

ACTIVITY #1: COMPLETION OF MINI-RESUMES: Students will be introduced to the unit. Each student will design and complete one mini-resume. Successful completion of this activity satisfies the criteria for completion of enabling objectives 1 and 2.

Materials: sample mini-resume on 3 x 5 index card
student handouts: "Mini-Resume Models"
"Guidelines for Mini-Resumes"
Data Books
Mini-resume quiz
colored index cards (light colors such as beige and light blue are preferable)

Teaching/Learning Procedure:

1. Introduce the unit to students. Show them a sample mini-resume. Give a brief description of the mini-resume and its uses.

1. The mini-resume functions in much the same way as a business card. Students should leave a copy of the mini-resume with each potential employer that they visit, even if they are not given the opportunity to fill out an application form. Call-backs or personal visits should follow-up this use of the mini-resume.

2. The mini-resume should never be used in place of an application; however, the students' application form will stand out from others if the mini-resume is attached to it. Students should carry paper clips or a small stapler with them for this purpose. Extra copies of the mini-resume may be attached to the Data Book so that they are available when needed.

3. The mini-resume may be sent to employers before and after interviews.

4. Students should give copies of their mini-resumes to persons they have asked to act as references. These people can then use the information given on the card when they make recommendations to employers.

5. Mini-resumes may be posted on bulletin boards, or circulated amongst the students' friends and relatives.

6. Hand out the mini-resume models and student guidelines, and discuss the basic elements of the mini-resume. Tell students to select the model that will best suit their needs. For example, model #1 describes general qualities and experiences and could be used by a student who is seeking general employment, whereas model #2 is more specific and might be used by a student who is seeking a particular type of job.

7. Typed mini-resumes are preferable to handwritten ones, as they create a more professional-looking product. If possible, provide typing or printing services. These are sometimes available through vocational or high school graphics and printing departments. Students will need a supply of mini-resumes for their job search.

8. Ask students to complete a mini-resume in the space provided on the handout, using their Data Books as references. Check over students' first draft of the mini-resume and provide feedback.

9. On the following day, have students complete the mini-resume quiz.

UNIT IV: THE MINI-RESUME

MINI-RESUME MODELS

JOHN SMITH WANTS A JOB

HONEST, RELIABLE, OUTGOING

BURLINGTON 864-0000

Previous Experience: Yardwork; Cashier; Stockwork

AVAILABLE IMMEDIATELY
FULL OR PART-TIME; WILL WORK WEEKENDS

JANE JONES (802)655-3344
345 Elm St., Winooski, VT 05404

JOB WANTED: Carpenter's Helper

SKILLS: 6 months experience; taking vocational class in building trades; can use a hammer, skill saw, table saw, and other tools; work well with or without supervision.

Willing to work after school or weekends.

Reliable, dependable, and a hard worker.

UNIT IV: THE MINI-RESUME

NAME ______________________________ DATE ________________

GUIDELINES FOR MINI-RESUMES

NAME:	Use your whole name in capital letters. No nicknames!
PHONE:	Always give a number where you can be easily reached. If you don't have a phone, give a number where the employer can leave a message.
JOB WANTED:	If you know the type of job you are looking for, include this information. Be specific, e.g., clerk, typist, short order cook. If you are interested in more than one type of job, you may omit this section.
SKILLS/ EXPERIENCE:	(or, Why You Should Hire Me) Give specific information on your work skills and experience. Include amount of time worked at a related job.
AVAILABILITY:	State when you are available for work. Examples: available immediately part-time only full or part-time will work weekends
PERSONAL QUALITIES:	Write 3 words that describe yourself as a worker. Examples: reliable dependable honest responsible hard-working careful friendly willing to learn fast learner punctual outgoing

DESIGN

YOUR

OWN

MINI-

RESUME

UNIT IV: THE MINI-RESUME

NAME ____ DATE ______________

MINI-RESUME QUIZ

1. What is a mini-resume? ____

2. Name three ways that you can use a mini-resume. ______________

UNIT V: THE RESUME

UNIT V: THE RESUME

UNIT GOAL:

The student will use his/her Data Book, mini-resume, and resume models to complete a functional or chronological resume that concisely and clearly describes his or her work experience, education and background.

ENABLING OBJECTIVES:

1. The student will use information gathered in Units I-IV and resume models to complete a resume that is accurate and effective.

2. The student will describe the content and form of a typical job resume, and will state the function of a resume in a job search.

PREREQUISITES:

Completion of Units I-IV.

NOTES TO THE TEACHER:

The resume is a critical component of an effective job search. It is a summary of a person's job experience, educational and personal background. The resume puts on a page or two the job-seeker's talents and interests. For professional and advanced positions, the job-seeker is expected to have a resume. It is not required for some jobs but it is always helpful.

The resume should be up-to-date and accurate. It should be grammatically correct and should describe the job-seeker's experience, education and background in a neat and orderly format.

Most of the information to be included in the resume will be contained in the students' Data Books and mini-resumes. Most students, because they are still in school and will not have extensive experience, should limit their resumes to one page only.

Resume models have been included to show students examples of typical resumes. Worksheets utilizing the same formats are included so that students can insert their own information. If possible, typing or printing services should be provided so that students can focus on the process, rather than the mechanics, of writing a resume. Resumes should be printed or copied on good quality bond paper.

It is permissible for students to use alternative resume models to the ones provided, so long as the teacher feels that the former will result in a quality product.

A copy of the resume should be left with the interviewer after each job interview. Resumes sent in response to Want Ads should always be accompanied by a cover letter (See Unit IX).

Students should be sure to have available a list of people to use as references. In addition, they may wish to procure letters of recommendation from former employers, teachers, counselors, etc. which can be included along with the resume.

As with other aspects of the job search, it is important that the resume present only positive information about the job-seeker.

SUGGESTED TIMELINE:

DAY:	ACTIVITY #:	OBJECTIVES COMPLETED:
1	1	1,2

UNIT V: THE RESUME

ACTIVITY #1: COMPLETION OF THE RESUME: Students will be introduced to the unit. Each student will design and complete a personal job resume. Successful completion of this activity satisfies the criteria specified in enabling objectives 1 and 2.

Materials:
- Student handouts: 2 model resumes
- student worksheets: "Writing Your Resume" (Functional and Chronological Resumes)
- teacher's "Guidelines for Resume Writing"
- Data Books
- Mini-resumes
- Resume quiz

Vocabulary: resume chronological resume functional resume
job objective career objective

Teaching/Learning Procedure:

1. Introduce the unit to the students. Using the notes to the teacher and teacher's guidelines, give a rationale for the use of a resume and a brief description of the resume and its function. Define the vocabulary words (these may be listed on the board).

2. Hand out the resume models and discuss the basic elements of each resume, pointing out the differences between the functional resume and the chronological resume. Tell students to select the model that will best suit their needs. The chronological resume may be most appropriate for students who have had some job experience whereas the functional resume may be more suited to those students who have not been employed.

3. Based on the student's choice of models in step #2, give each student the appropriate "Writing Your Resume" worksheet. Ask students to fill in their personal data in the appropriate spaces, using their Data Books and mini-resumes as references. It may be helpful to list the "action words" from the teacher's guidelines on the board for the students' use. Check students' first drafts and provide feedback.

4. After students have made corrections, collect the final drafts of their resumes and have them typed or printed.

5. Return the completed resumes, along with extra copies, to the students. Have the students place them in their notebooks for later use. Keep copies for your own files and for future duplicating purposes.

6. On the following day, have students complete the resume quiz.

TEACHER GUIDELINES FOR RESUME WRITING

1. Rationale: Unlike the application form, the resume gives the job seeker an opportunity to present his or her skills, experiences, and personal background in a simple yet effective way. It provides an opportunity for the job seeker to become personally known to the interviewer.

2. There is no single "correct" format for resumes. Students may use models other than those provided, as long as they meet basic resume requirements.

3. When typing the resume, headings should be typed in **BOLD** print for easy reference.

4. Good quality standard size bond paper should be used. Regular white paper is acceptable but colored papers, preferably beige, buff, cream, or pastel shades may be used to differentiate the resume from the rest of the job seeker's paperwork.

5. It is not necessary to include information about the job-seeker's age, height, weight, health, or marital status on the resume.

6. It is not necessary to give the names, addresses and phone numbers of the people who are listed as references on the resume. This information can be supplied after the employer shows a definite interest in hiring the job seeker, and it protects these individuals from being contacted repeatedly.

7. A work history of the past 2 or 3 jobs (or 2-3 years) is sufficient for high school students or recent graduates.

8. Resume Models:

- 2 kinds of resume models are included here. These are the chronological resume and the functional resume.

- the chronological resume lists jobs and experiences in the order in which they occurred. Usually the present or most recent items are listed first. Then the next most recent item is listed, and so on. The chronological form is the most traditional type of resume.

- the functional resume is not a chronological listing of the job history. Instead, it focuses on the job seeker's most important skills and gives specific examples of how these skills have been used. This means that it can help hide a lack of experience and job gaps.

- students may refer to the skills that they listed in Unit II and to the information contained in their Data Books and mini-resumes when writing a functional resume. The functional resume model in this unit is in fact based on a mini-resume model from Unit IV.

- a career or job objective may be included in a resume. One or two sentences stating the kind of job or field of work desired is sufficient. If the job seeker does not have a specific objective, it is better to omit this item. If included, the objective should be placed near the beginning of the resume after the name, address and phone number.

9. It is important to use action words and short sentences in a resume. Resumes are not generally written in the first person. These words show employers what a job applicant has accomplished in previous jobs, school, and volunteer work. Students should select words which describe themselves and relate to their desired jobs. When possible, specific examples should be provided to substantiate the use of these descriptors. Job seekers who have not worked previously should be encouraged to choose words which relate to the hobbies, interests, skills, and personal strengths that they listed in Unit II. A list of suggested action words follows:

Words describing personal strengths:

enthusiastic
motivated
a fast learner
an achiever
trustworthy
organized
responsible
cooperative
reliable
a leader
thorough
experienced
outgoing
independent

Words describing work experience:

successful
specific
challenging
intensive
broad
solid background

Words describing abilities and skills:

create
train, teach
communicate
help solve problems
develop
numerical ability
set up
memory skills
driving/operating
implement
practice
precision work
plan
handy
selling
bookkeeping
produce

Words describing interpersonal skills:

supervise
persuade

team member help encourage others
accept supervision

UNIT V: THE RESUME

CHRONOLOGICAL RESUME MODEL

LAURA J. KALAMARIS
555 Scotland Rd.
Winooski, VT 05404
655-0099 or 655-2200

CAREER OBJECTIVE

To use my skills and experience in a child care facility.

EXPERIENCE

June, 1986- September, 1986	Receptionist at the Council on Aging, Winooski, VT. Responsible for answering phones, greeting the public, running the cash register. Also handled receipts, posted checks, and ran photocopy machine.
June, 1985- September, 1985	Teacher aide at The Child Care Center, Burlington, VT. Helped to supervise 12-15 four and five-year olds in classroom and on the playground. Prepared bulletin boards, meals, and helped in clean-up.

EDUCATION

September, 1983 to present	Winooski High School, Winooski, VT. Completed vocational program in child care.

PERSONAL INFORMATION

Hobbies and interests include music, crafts, swimming and bowling.

REFERENCES FURNISHED UPON REQUEST

UNIT V: THE RESUME

FUNCTIONAL RESUME MODEL

JANE JONES
345 Elm St.
Winooski, VT
655-3344 or 655-5555

CAREER OBJECTIVE: Employment in the Building Trades
My different experiences both in class and on the job make me an adaptable and dependable worker.

SKILLS AND ABILITIES

BASIC CARPENTRY SKILLS	Taking vocational classes in building trades. Can operate a skill saw, table saw and other power tools. Worked for six months as a carpenter's helper for Willis Construction Co., Burlington, VT. in 1986.
HOUSE PAINTING	Worked on vocational class house painting project in which we scraped, primed and painted the principal's house.

EDUCATION

September, 1984 to present	Winooski High School, Winooski, VT. Currently enrolled in Building Trades Program; maintaining a B average.

PERSONAL

Favorite hobbies and interests include camping, reading and music. Member of the Junior Varsity Basketball Team.

REFERENCES FURNISHED UPON REQUEST

UNIT V: THE RESUME

WRITING YOUR RESUME: The Chronological Resume

NAME: ______________________________

ADDRESS: ___________________________________ PHONE: ___________

___________________________________ PHONE: ___________

CAREER OBJECTIVE: ____

EXPERIENCE: (list most recent job or volunteer experience first)

(Dates employed)	(Name of company, job title, responsibilities)
From _________	___________________________________
to ___________	___________________________________
	___________________________________
From _________	___________________________________
to ___________	___________________________________
	___________________________________
From _________	___________________________________
to ___________	___________________________________
	___________________________________

EDUCATION:

From __________ To ___________ School Name ________________________

Special courses or programs ___________________________________

PERSONAL INFORMATION: (hobbies, interests, clubs, etc.)

____

REFERENCES FURNISHED UPON REQUEST

UNIT V: THE RESUME

WRITING YOUR RESUME: The Functional Resume

NAME: ______________________________

ADDRESS: ______________________________ **PHONE:** ______________

______________________________ **PHONE:** ______________

CAREER OBJECTIVE: ____

____

EXPERIENCE AND TRAINING: (or Skills and Abilities, etc.)

Specific Skill:	Explanation: (what, where done, when)
#1______________	______________________________ ______________________________ ______________________________
#2______________	______________________________ ______________________________ ______________________________
#3______________	______________________________ ______________________________ ______________________________

EDUCATION:

From__________ To__________ School Name______________________

Special courses or programs: ______________________________

PERSONAL INFORMATION: (hobbies, interests, clubs, etc.)

____

REFERENCES FURNISHED UPON REQUEST

UNIT V: THE RESUME

NAME ______________________________ DATE ____________

RESUME QUIZ

1. What is a resume? ______________________________

____

____

____

____

2. List 3 ways that a resume can be used in a job search. ______

____

____

____

____

GLOSSARY

career objective: a statement that tells what career field you are interested in. It may also talk about your good points and how they can help an employer.

Example:

CAREER OBJECTIVE: HEALTH CARE WORKER

Seeking the challenge of helping people in a hospital or health care facility. Stable, caring personality combined with experience can make me an asset on a health care team.

chronological resume: a resume which lists a person's work experiences in order. This is the most common way to write a resume. The job held most recently is listed first, the job held before that is listed second, and so on.

functional resume: a resume which lists experiences, training and abilities by skill or job duty instead of by the job. People who have large gaps between jobs or people who do not have much work experience sometimes write a functional resume instead of a chronological resume.

job objective: a statement that tells what job you are interested in. It is about the same as a career objective, except that it lists a more specific job such as "nurse's aide." People who know exactly what job they are applying for sometimes list a job objective instead of a career objective.

resume: This is a description of your past experience. It lists your talents and interests on one page for an employer who may be interested in hiring you. A resume is like an advertisement.

UNIT VI: JOB LEADS

UNIT VI: JOB LEADS

UNIT GOAL:

The student will name at least 4 sources for job leads (e.g.: family and friends, the yellow pages, classified ads, and local employment agencies) and will begin a job leads log by identifying and recording at least 3 potential leads from each source.

ENABLING OBJECTIVES:

1. The student will identify at least 3 people who fall into the "family, friends, and acquaintances" category, and will write these names in his/her job leads log.

2. The student will use the yellow pages to locate and record in his/her job leads log the names, addresses, and phone numbers of at least 3 businesses or organizations that he/she would consider as a potential place of employment.

3. The student will read the classified ads to locate and record in his/her job leads log the information given in at least 3 advertisements that he/she would consider pursuing in a job search.

4. The student will use the yellow pages or other available resources to locate and record in his/her job leads log the names, addresses and phone numbers of up to 3 local employment agencies (public or private) which may be a source of job leads.

5. The student will define the term "job leads" and will list at least 4 sources for job leads (including: family and friends, the yellow pages, classified ads, and local employment agencies).

PREREQUISITES:

Students should be familiar with alphabetical order and able to utilize it to look up words in the yellow pages and classified ads. They should also know how to use "guide words" such as those found in the dictionary, as the headings in the yellow pages are set up in a similar manner. Completion of the previous units will help students to clarify their areas of interest when seeking job leads and will help them to understand the concept of the job leads log.

NOTES TO THE TEACHER:

In this unit, students will be introduced to the concept of job leads and will begin compiling a job leads log. Although students are not required to follow-up on the leads at this time, they should do so during the structured job search.

Teachers should emphasize the idea that job leads are obtained from a variety of sources, and that the most useful leads are those that access the "hidden" job market. The job seeker's friends, relatives, acquaintances, previous employers, and the yellow pages are important sources which may help the job seeker locate unadvertised jobs.

The unit also covers the use of classified ads and community agencies. These sources generally connect students to the "visible" job market. Although fewer jobs are found through these sources, it is important that students at least be aware of them.

One of the major problems in a job search is keeping track of all the information about leads that is collected. Unless job seekers maintain a careful log of every lead that they obtain and follow-up on, valuable time and potential opportunities for employment may be lost. By filling out a job leads log, the job seeker will have a permanent record of necessary information about each lead and can refer back to this list if there are further contacts with employers. The logs may be taken home if necessary to obtain telephone numbers and other information helpful in completing them. The student will be required to follow up on these leads during the structured job search.

At this time, the teacher should begin to compile an "Office Leads Log," in which leads that she/he hears about are made available to students. This log may be poster-size for classroom use. A sample log is provided in this unit. It should list job leads with the name, address and phone number of the appropriate job contact person(s).

SUGGESTED TIMELINE:

DAY:	ACTIVITY # ('s):	OBJECTIVES COMPLETED:
1	1	1
2	2	2
3	3	3
4	4,5	4,5

UNIT VI: JOB LEADS

ACTIVITY #1: JOB LEADS: FAMILY/FRIENDS/ACQUAINTANCES: Students will be introduced to the concept of job leads and will list at least 3 members of their family/friend/acquaintance network who may be a source of job leads. Successful completion of this activity satisfies the criteria for enabling objective #1.

Materials:	student handouts: "Job Leads Log" "Job Leads Reminder List..." "Effectiveness of Job Search Methods" teacher's "Overview of the Employment Market" chalkboard
Vocabulary:	job leads "hidden" job market "visible" job market

Teaching/Learning Procedures:

1. Introduce the unit to students. Define the term "job leads."

2. Have the students brainstorm a list of job leads. Record this list on the chalkboard.

3. Using the "Overview of the Employment Market" as a reference, provide a brief introduction to the concept of the "hidden" job market and the importance of obtaining job leads from a variety of sources. Refer to the students' list from step 2 when appropriate. Hand out the diagram showing the effectiveness of various job search methods.

4. Distribute job leads logs, explaining how they will be used in this unit and throughout the structured job search.

5. Hand out the "Job Leads Reminder List: Family, Friends, Acquaintances." Read the list orally and have students write in the names of individuals whom they could contact for leads during a job search. Encourage students to use teachers and Job Club classmates as job leads sources. Describe how a "networking" process can occur during a job search. Next, ask students to enter the names of 3 people who are a potential source of job leads. These names should be listed under the heading "job leads source" on students' job leads logs. Any information obtained, such as employer's names and/or job openings, should be recorded after the job lead source. The more names the student enters, the greater are the chances that she/he will find a job.

6. Discuss with students the benefits and limitations of using family, friends, and acquaintances as sources of job leads.

NAME ____________________

JOB LEADS LOG

DATE	JOB LEAD SOURCE (newspaper, yellow pages, family/friends, etc.)	EMPLOYER OR COMPANY NAME, ADDRESS, AND PHONE NUMBER	JOB TITLE	METHOD OF CONTACTING EMPLOYER	DATE OF INTERVIEW	JOB OFFER?

UNIT VI: JOB LEADS

NAME ______________________________ DATE ______________

ACTIVITY #1: JOB LEADS REMINDER LIST: FAMILY, FRIENDS, ACQUAINTANCES

Directions: Use the lines to write in the names of family members, friends, or acquaintances who might be able to help you in your job search.

1. FAMILY MEMBERS:

____

____

____

2. FRIENDS:

Classmates: ______________________________

____

Girlfriend/Boyfriend: ______________________________

People I play or watch sports with: ______________________________

____

People who belong to a club with me: ______________________________

____

Other friends: ______________________________

____

3. ACQUAINTANCES:

Teachers: ______________________________

Parents of friends: ______________________________

Coaches or club leaders: ______________________________

Minister/ Priest/ Rabbi: ______________________________

Local business people: ______________________________

UNIT VI: JOB LEADS

OVERVIEW OF THE EMPLOYMENT MARKET

I. BACKGROUND

Eighty-five percent of all jobs are "hidden." These jobs are not listed in want ads or with employment agencies because the employer wishes to:

1. avoid dealing with large numbers of people who respond to want ads,
2. look within the company, or
3. hire the first good applicant that walks in.

II. HOW TO ACCESS THE "HIDDEN" JOB MARKET

1. Family, Friends, Acquaintances

Twenty-seven percent of all jobs are obtained this way. Family, friends, and acquaintances may be a valuable source of information regarding actual or potential job openings and/or employer contacts. An employer will be more likely to talk to a job seeker if she/he has been recommended by an employee or friend. The family/friend network may be particularly important for students entering the job market for the first time.

A few notes of caution are in order, however. Relatives, friends, and acquaintances may have difficulty being objective in their recommendations. Some family members may feel they are being taken advantage of if the student seems to expect them to do all the work involved in contacting employers. The student should ensure that he/she will receive a positive recommendation from the relative or friend; otherwise this strategy may backfire.

2. The Yellow Pages

The yellow pages of the telephone book are an excellent resource for job leads. Students should know how to access the yellow pages, understand the headings that are listed, and be able to relate this information to their own job interests. During the structured job search, students will use the yellow pages to make telephone or written contacts with employers.

3. The Office Leads List

The teacher should begin to compile a list of job openings which he/she has obtained through personal contacts, former students, school personnel, etc. This list should be made available to all students in the class so that they can add this information to their own job leads logs.

4. Other sources in the hidden job market include:

- information on area businesses from the Chamber of Commerce
- previous employers who may know about jobs in a similar field
- Job-Wanted ads

III. HOW TO ACCESS THE "VISIBLE" JOB MARKET

1. Classified Ads

About 50% of all job-seekers use the newspaper want-ads as a source of job leads. Unfortunately, only about 14% of all jobs are obtained through these ads. In many cases job openings are filled before want-ads appear or are never advertised at all. Job seekers should not rely on classified ads as their sole source of job leads, but they should learn to consult them on a regular basis as part of their job search.

2. Employment and Placement Agencies

Over two-thirds of all job seekers use an employment agency or placement program in their job search. Only 12-15% actually find a job through this method; thus these agencies are not as useful as sources of job leads as are family and friends. The following are descriptions of several kinds of employment agencies:

State Employment Services

The United States Employment Service has programs to help people find jobs in every state. There are no fees for using these services. Addresses and phone numbers for local Vermont Job Service and Department of Employment and Training offices may be found in the yellow pages. Students should be aware of the location of their local Vermont Job Service; however, they should also be aware that only about 5% of all job seekers get jobs through state services.

Private Employment Agencies

These agencies are in the business to make a profit. They charge the job seeker or the employer (or both) for their services. Only one out of every twenty people using a private agency gets a job through that agency. This is a 95% failure rate! However, a job seeker who has a limited amount of time, specialized skills, and for whom money is not a consideration, may wish to use a private employment agency.

School Placement Centers

Students should be aware of any job placement or counseling services provided by their school.

Other Agencies

Teachers may wish to investigate other agencies that may provide free services for job seekers with special needs, e.g.:

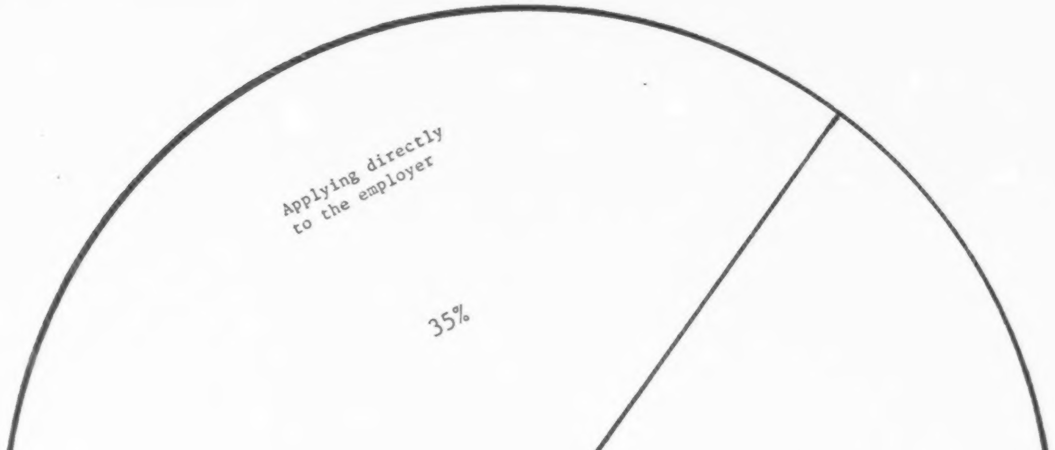
- Vocational Rehabilitation
- Local mental health centers/ SRS
- Youth employment programs

Miscellaneous Sources:

- Signs in store windows
- Lists of job openings in professional or trade journals
- Labor union or company bulletin boards which post job openings
- Professional associations
- Government agencies

EFFECTIVENESS OF JOB-SEEKING METHODS[1]

The figures given show the percentage of people who found jobs through each method.



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[1] United States Department of Labor, Bureau of Labor Statistics, Job Seeking Methods Used By American Workers, Bulletin 1886

OFFICE LEADS LOG

Date	Type of Job	Company Name and Address	Phone No.	Person to Contact	General Information

UNIT VI: JOB LEADS

ACTIVITY #2: **YELLOW PAGES:** Students will learn to use the yellow pages to locate job contacts, and will record necessary information for at least 3 job contacts in their job leads logs. Successful completion of this activity satisfies the criteria for enabling objective #2.

Materials:	Multiple copies of local telephone directories Job Leads Logs Student handouts: Yellow Pages Exercise
Vocabulary:	yellow pages headings

Teaching/Learning Procedures:

1. Introduce this activity to students by providing a rationale for using the yellow pages, e.g., "the yellow pages group businesses by the kinds of products and services they provide. This allows you to find information on local businesses or organizations that may have jobs in your area of interest. The yellow pages can help you save time in your job search, and they can help you access the hidden job market." Tell students that they will record the names, addresses, and phone numbers of potential job leads in their job leads logs.

2. Tell students that there are a number of ways to find information in the yellow pages. They will need to know one of the following pieces of information:

    1. the name of a particular business or organization that appeals to the job seeker
    2. a job title or job category which is of interest to the job seeker

3. Define the term "headings." Give examples and show where they are located. Check to see that students know how to use the headings listed at the top of each page, as well as those listed throughout the page.* Tell students that they will need to know how to use headings in each of the 2 situations described above.

4. Model the following procedures for using the yellow pages in each of the 2 situations listed in step #2:

A. You know the name of a local business where you would like to work, e.g., Ken's Pizza. Steps:

1. Think of one or more headings based on the kinds of products or services that the business provides.
2. Look up the heading.

3. Record the name, address, and phone number of the business in the job leads log.

B. You have a job title in mind, e.g., cook. Steps:

1. Think of one or more headings that relate to this job. It is important to be creative!
2. Look up the heading and read the list of businesses.
3. Choose one or more businesses where you might like to work. Record necessary information in your job leads log.

5. Assign students to groups of 3 or 4. Distribute the yellow pages exercise and a copy of the yellow pages to each group. Tell students that they are to work cooperatively to complete the exercise. Steps one and two should be completed as a group, while step three must be completed individually.

1. Students record the page number and heading of 5 local businesses which have been supplied by the teacher.

2. Students record a business name and phone number for each of the 5 job titles listed on the exercise.

3. Each student then records names, addresses and phone numbers of 3 businesses or organizations that he/she would consider as a potential place of employment.

6. Correct the exercise and return next day with feedback.

Dan	Mike	Bill
Melanie	[illegible]	Kathleen
Dave	Vanda	Gary

K-Mart	p 15	Dept. Stores
North Country Corporation	p 92	Builders
Charlotte Childrens Center	p 150	Day Nurseries + Childcare
Budget Rent A Car of Burlington	99	Auto Rental + Leasing
Three Oaks Tennis + Fitness Center	173	Exercise + Physical Fitness Programs

UNIT VI: JOB LEADS

NAME ____ DATE ____________

Yellow Pages Exercise

I. Find these businesses in the yellow pages.

Local Business Name	Page #	Heading
1. ________________	______	____________
2. ________________	______	____________
3. ________________	______	____________
4. ________________	______	____________
5. ________________	______	____________

II. Fill in the names and phone numbers of businesses where the following jobs could be found:

Job Title	Business Name	Phone Number
1. Waitress		
2. Carpenter		
3. Mechanic		
4. Salesperson		
5. Day Care worker		

III. Find the names, addresses and phone numbers of 3 businesses where you would consider working. Record this information in your job leads log.

UNIT VI: JOB LEADS

ACTIVITY #3: **CLASSIFIED ADS:** Students will learn to use the classified ads to locate job leads, and will record information in their job leads logs. Successful completion of this activity satisfies the criteria for enabling objective #3.

Materials: newspapers: 1 copy of a local paper for each student
Job Leads Logs
teacher's "Guidelines for Using the Classified Ads"
teacher's "Overview of the Employment Market"

Vocabulary: classified ads

Abbreviations from classified ads:
grad.: graduate
bnfts.: benefits
appt.: appointment
H.S.: high school
dept.: department
exp.: experience
nec.: necessary
temp.: temporary
refs.: references
wpm: words per minute
p.t.: part time
pref.: prefer
sal.: salary
f.t.: full time
lic.: license

Teaching/Learning Procedure:

1. Introduce this activity to students by defining the term "classified ads" and providing a rationale for using the classified ads as a source of job leads. Stress their connection to the "visible" job market, and the advantages and disadvantages of using them. See "Overview of the Employment Market."

2. Discuss the suggestions for using the classified ads found in the teacher's "Guidelines for Using the Classified Ads."

3. Model the following procedure for locating and recording information from the classified ads:
    1. Find the index on the front page of the newspaper.
    2. Turn to the section that contains classified ads.
    3. Read the entire section and mark ads appropriately.
    4. Record relevant information in the job leads log.

4. Check to see that students can read and understand the abbreviations from the vocabulary list. It may be helpful to list these on the board.

5. Assign students to groups of 3 or 4. Each student is to select at least 3 ads that interest them and record information from these ads in their job leads logs. Group members may assist one another to complete this task. The group that finishes first is the "winner" and may receive a prize.

6. Collect the logs and return later with feedback.

UNIT VI: JOB LEADS

GUIDELINES FOR USING THE CLASSIFIED ADS

1. Job seekers should read the want-ads daily as soon as the newspaper is out. Sunday papers tend to have the most extensive listings.

2. Ads are listed under the categories of "Full-Time" and "Part-Time" employment. The listings are in alphabetical order, usually by job type. This is not always consistent. For example, a job in oil sales might be listed under "Sales" or under "Texas Oil Company;" therefore, job seekers should read the entire help-wanted section.

3. Job seekers should mark each ad. They may circle ads that look interesting; put an "X" through those that do not apply; and put a question mark next to those that are possibilities. By marking every ad, job seekers will be directing their attention toward all possible openings, not just a few "ideal" listings.

4. Classified ads may not always give the name, address and phone number of a prospective employer. Sometimes they may ask that resumes be sent to a box number. Job seekers should record any relevant information in their job leads logs; this information can be expanded upon if the job lead is pursued later.

5. Students should not be overly cautious about stated qualifications in ads. Often job seekers can acquire on-the-job training or experience. Also, an employer may be willing to hire a less than ideal candidate based on other skills he or she may possess.

UNIT VI: JOB LEADS

ACTIVITY #4: EMPLOYMENT AGENCIES: Students will learn about local public and private employment agencies which may be used as sources of job leads, and will list up to 3 local agencies in their job leads logs. Successful completion of this activity satisfies the criteria for enabling objective #4.

Materials:

Multiple copies of local telephone directories
teacher's "Overview of the Employment Market"
information on local employment agencies, collected by teacher
Job Leads Logs
chalkboard

Vocabulary:

employment agencies
private employment agencies
state employment agencies

Teaching/Learning Procedures:

1. Introduce this activity to students by defining the vocabulary words. It may be helpful to list these on the board. Provide a rationale for using these agencies as a source of job leads. Stress their connection to the "visible" job market, and discuss the advantages and disadvantages of using these resources. It may be pointed out to students that while they may not make much use of these agencies during their current job search, they may want to use them in the future. Refer to the "Overview of the Employment Market" for background information on this subject.

2. Provide specific examples of local employment agencies which may be available to students, e.g., the Vermont Job Service. Describe the services provided by these services and the procedures for accessing them. Students should be aware of the difference between public and private agencies, and should know about the fees often charged by the latter.

3. Tell students (or prompt them to figure out) that they can use the yellow pages to locate the names, addresses and phone numbers of local employment agencies. If necessary, review the steps for using the yellow pages.

4. Divide students into pairs or small groups. Give each pair or group a telephone directory and ask them to use the yellow pages to find the names, addresses, and phone numbers of up to 3 local employment agencies. Students should then record the leads in their job leads logs.

5. Collect the logs and return later with feedback.

6. Proceed to activity #5.

UNIT VI: JOB LEADS

ACTIVITY #5: **UNIT SUMMARY:** Students will independently define the term "job leads" and will list at least 4 sources for job leads (e.g., family, friends, and acquaintances; the yellow pages; classified ads; employment agencies). Successful completion of this activity satisfies the criteria for enabling objective #5.

Materials:	Job Leads Quiz Interim Progress Report

Teaching/Learning Procedure:

1. Provide a brief unit summary which gives a general description of job leads, job leads logs, and the visible and hidden job markets.

2. Ask students to define the term "job leads" and to list at least 4 sources for job leads.

3. Collect quizzes and return later with feedback.

4. Interim Progress Reports should be distributed at this time. A form is provided for this purpose. A description of the grading system is provided in the Introduction to the curriculum under the section "Data Management". The grading system should be explained to students.

UNIT VI: JOB LEADS

NAME ______________________________ DATE ______________

JOB LEADS QUIZ

1. What is a job lead? ______________________________

____

____

____

____

2. Name at least 4 sources of job leads. ______________

____

____

____

____

INTERIM PROGRESS REPORT

STUDENT NAME______________________________________DATE__________

1. In-class work:

2. Class participation:

3. Attendance:

4. Current grade average:

COMMENTS:

Teacher Name(s)____

UNIT VI: JOB LEADS

ADDITIONAL ACTIVITIES

1. Invite guest speakers from local businesses or employment agencies to speak on job leads and job opportunities.

2. Visit one or more businesses or employment agencies to help students gain a greater sense of the resources available in their community.

3. Help students to make a map of their community which identifies local businesses and agencies. This map may be used throughout the course to identify places where students obtain interviews and/or jobs. Colored straight pins may be used to mark these locations.

4. Make a large poster which lists a variety of job titles or categories. Students can use the categories as headings under which they will list the names of local companies and organizations which employ persons in these positions. For example:

Teacher lists:	PRINTERS
Students list:	Chittenden Printers A-1 Printing George Little Press Kwik Copy Printing

UNIT VI: JOB LEADS

GLOSSARY

classified ads: ads placed in newspapers or magazines by companies or individuals. The ads are listed in the newspaper in groups. For example, ads which show cars for sale are usually listed under "Automobiles." Ads which list job openings may be listed under "Employment" or "Help Wanted."

heading: a title for a group of related terms, names, etc. For example, in the yellow pages the heading "Landscape" would be used at the top of a list of businesses that do landscaping.

hidden job market: job openings or possible job openings which are not advertised in the newspaper or other places. Job seekers should try to get job leads that lead them to the hidden market, because there is less competition for unadvertised jobs than for advertised jobs.

job lead: information about a job or possible job opening. There are many sources of job leads, including family members, friends, acquaintances, classified ads, the yellow pages, and employment agencies. These sources may help you find out about jobs that are advertised and/or jobs that are not advertised.

visible job market: job openings which are advertised through help wanted ads or other advertising methods.

Abbreviations often used in classified ads:

appt. (appointment): a meeting between two people. A classified ad may tell you to "call for an appointment" with the person who will interview you.

bnfts. (benefits): "extras" that go with a job, such as paid sick leave, paid vacation time, and medical or dental insurance.

exp. (experience): previous work in a certain kind of job.

f.t. (full time): refers to the number of hours worked per week on a job. Full time usually means 37.5 or more hours per week.

grad. (graduate): a person who has completed all the requirements of a program in high school, college, technical school or other school.

H.S. (High School): a school for grades 7-12 or 9-12.

lic. (license): a permit to do something, e.g., a driver's license.

GLOSSARY (cont'd)

nec. (necessary): something that is required. Help wanted ads may say that it is necessary for you to have a driver's license in order to do a job.

p.t. (part time): refers to the number of hours worked per week on a job. Part time usually means less than 37.5 hours per week.

pref. (preferred): to want one thing more than another. For example, an ad may say that the employer prefers a worker with a college degree. This is what the employer hopes he/she will get, but it sometimes means that he/she would also consider someone without a college degree.

refs. (references): a person who can give information about your skills, what kind of person you are, etc. It is best to ask former employers, teachers, counselors, or other adults who are in positions of responsibility to act as your references. It is usually not appropriate to list your relatives as references.

sal. (salary): the amount of pay earned on a job.

temp. (temporary): in the classified ads, "temporary" refers to a job that is expected to last only a short time.

wpm (words per minute): this term is often found in ads for secretarial or clerical jobs. It refers to the number of words that someone can type in one minute.

UNIT VII: TELEPHONE CONTACTS

UNIT VII: TELEPHONE CONTACTS

UNIT GOAL:

The student will make a real telephone call for one of the following situations: 1) contacting an individual to request assistance in obtaining job leads, and 2) contacting a potential employer to arrange an interview appointment, and will follow the steps outlined on the appropriate evaluation checklist with 80-100% accuracy.

ENABLING OBJECTIVES:

1. The student will make a mock telephone call to a person on his or her job leads log to request assistance in finding a job and will follow the steps on a checklist with 80-100% accuracy.

2. The student will make a mock telephone call to an employer on his or her job leads log to request an interview appointment, following the steps on a checklist with 80-100% accuracy.

3. The student will make a real telephone call to request assistance in finding a job or to ask an employer for an interview appointment, following the steps on an appropriate checklist with 80-100% accuracy.

PREREQUISITES

Students should possess basic telephone skills, including the ability to dial numbers, introduce themselves, speak with appropriate pitch and tone of voice, and make appropriate closing remarks.

NOTES TO THE TEACHER:

This unit introduces students to the use of the telephone in two specific job search situations: contacting individuals for assistance in obtaining job leads, and contacting potential employers to request interview appointments. Correct and frequent use of the telephone is important in job seeking, as the telephone provides an efficient and direct means of following up on job leads, especially those that access the hidden job market.

The activities in this unit are designed to give the student practice in making the two types of telephone calls described above. Checklists showing the steps involved in each call are provided as a guide for the caller and as an evaluation tool for peers and/or the teacher. Some students may also find it useful to develop scripts for their telephone calls.

Although some sample scenarios are given for the role play sessions, students should be encouraged to use names from their job leads logs when they are making mock telephone calls. This will help promote generalization when students make real phone calls.

Teletrainers are available on loan from some telephone companies. This equipment uses real telephone receivers and intercom capabilities to simulate actual telephone calls. Some schools may have telephone extensions which can be used to practice telephone skills.

SUGGESTED TIMELINE:

DAY	ACTIVITY # ('s):	OBJECTIVES COMPLETED:
1	1	1
2	2	2
3	3	3

UNIT VII: TELEPHONE CONTACTS

ACTIVITY #1: **REQUESTING ASSISTANCE WITH JOB LEADS:** Students will be introduced to the unit, and will discuss and role play the steps involved in contacting people for assitance in obtaining job leads. Successful completion of this activity satisfies the criteria for enabling objective #1.

Materials: student handouts: checklist #1
a poster depicting the steps involved in checklist #1
job leads logs
teletrainer or telephone extensions
mini-resumes

Teaching/Learning Procedure:

1. Introduce this unit to students by briefly describing the two types of telephone contacts they will make. Tell students that they will role play calls and will be required to make a real call.

2. Provide a rationale for telephoning people for assistance in obtaining job leads, and tell students that they will use persons listed on their job leads logs when they make mock and real calls.

3. Refer the students to the poster for checklist #1. Explain each of the steps on the checklist.

4. Model one or two telephone calls with another adult or a student. Use a teletrainer or telephone extensions if available. Tell students that they should use the checklist to evaluate your performance. Ask for feedback on each step when you have finished the role play.

Role play scenarios:

a. Call your Aunt Mary who works at an insurance company to see if there are job openings for clerical/secretarial staff in the company.
b. Call Mr. Smith, your shop teacher from last year, to see if he knows of anyone you could call who might know of job openings in woodworking or construction.

When possible, use local employers or industries that may be known to students as role play scenarios. You may wish to take these names directly from students' job leads logs.

5. Assign students to groups of 3 or 4 to role play making telephone calls to persons listed in their job leads logs. Have the members of the group use the checklist to give feedback on each student's performance. A sample script is provided for students who would benefit from using one in making calls.

6. Return evaluation checklists the following day with comments.

UNIT VII: TELEPHONE CONTACTS

NAME ______________________________________ DATE _____________

EVALUATOR'S NAME ____

CHECKLIST #1: CONTACTING PEOPLE FOR HELP IN FINDING A JOB

___ 1. CALL AND INTRODUCE YOURSELF.

___ 2. ASK TO SPEAK WITH YOUR CONTACT PERSON.

___ 3. SAY THAT YOU ARE LOOKING FOR A JOB.

___ 4. ASK THE PERSON IF THEY CAN HELP BY:

telling you about possible job openings, or

asking their employer about job openings, or

giving you names of other people you could call, or

letting you use their name as a reference

___ 5. TELL THE PERSON ABOUT YOUR EXPERIENCE AND SKILLS. (Use your mini-resume!).

___ 6. OFFER TO SEND THE PERSON A COPY OF YOUR RESUME OR MINI-RESUME.

___ 7. GIVE THE PERSON YOUR PHONE NUMBER SO THEY CAN CONTACT YOU.

___ 8. THANK THE PERSON AND SAY GOODBYE.

COMMENTS:

UNIT VII: TELEPHONE CONTACTS

ACTIVITY #2: CONTACTING POTENTIAL EMPLOYERS TO REQUEST AN INTERVIEW APPOINTMENT: Students will discuss and role play the steps involved in contacting a potential employer to obtain an interview. Successful completion of this activity satisfies the criteria for enabling objective #2.

Materials:
- student checklist #2
- poster depicting checklist #2
- teacher's "Guidelines for Calling to Request Interviews"
- job leads logs
- mini-resumes
- teletrainer or telephone extensions

Teaching/Learning Procedure:

1. Using the teacher's "Guidelines for Calling to Request Interviews," provide the students with background information and a rationale for learning and using this skill.

2. Describe the steps listed on checklist #2 to the students.

3. Model one or two calls to potential employers, following the checklist steps. Have students use checklist #2 to evaluate your performance.

Role play scenarios:
   a. Call a local dairy farm to see if the owner has any job openings.
   b. Call Mr. Jones at a local print shop to respond to a help wanted ad for a printing press operator.

4. Have one or two students role play a call to a potential employer, and have the remaining students use checklist #2 to evaluate their performance.

5. Divide students into groups of 3 or 4 to practice calling potential employers. Have students take turns making calls and evaluating each other's performance, checking off each step completed on the checklist.

6. Circulate amongst students to observe their performance and to provide additional feedback and suggestions.

7. Collect the checklists and return the following day with feedback.

Note: A sample script is provided for students who would benefit from using a script to make calls.

UNIT VII: TELEPHONE CONTACTS

GUIDELINES FOR CALLING TO REQUEST INTERVIEWS

1. Rationale: Job leads lists compiled in the last unit will not be helpful until students begin to follow-up on them. Students will need to contact potential employers that they learn about through both the "hidden" and "visible" job markets. Telephone contacts are especially useful for gaining access to the hidden market. Students may think of the yellow pages as a large collection of want ads. It is easier to use the telephone to follow-up on these "want ads" than it is to visit each company in person. If the telephone is used the job seeker will:

-save time and money (no bus fares, gas money, etc.)
-be able to contact a greater number of companies because of the time saved.
-have a better chance of talking to the person doing the hiring. It is often difficult to get past the receptionist when visiting a company office in person.

2. Basic components of this telephone contact: Job seekers should convey the following four pieces of information:

* Who they are: both the first and last name should be given.

* What they want: a position. The "experts" say that it is best not to use the word "job" during this phone call. Sample statements include: "I am interested in a position as a ___________. " "I am a qualified ____________."

* What they have to offer: a brief statement which tells the employer what the person has done, what he/she can do, and what he/she has to offer. The mini-resume is a good source of information for this component.

* The interview: the main goal of this call is to get an interview. Sample statement: " When may I come in for an interview and with whom will I be speaking?" This statement should be assertive and brief.

3. Tips for speaking to the person with the ability to hire: Job seekers should always ask to speak to the manager or to the supervisor of the job that they desire. If this person's name is not known to the job seeker, she/he may say "Hello, I would like to speak with the manager, please. Could you tell me that person's name?" or "Hello, I wish to speak to the supervisor of the __________ department. Tell me, what is the supervisor's name?".

It may be helpful for job seekers to say that they have "personal business" with this person or that they need to get information from an "expert" in the field. Job seekers should try to avoid speaking to individuals in the personnel department, as these people generally have less hiring power than do job supervisors or managers.

UNIT VII: TELEPHONE CONTACTS

NAME ______________________________________ DATE ________________

EVALUATOR'S NAME ____

CHECKLIST #2: CONTACTING POTENTIAL EMPLOYERS

___ 1. CALL AND INTRODUCE YOURSELF.

___ 2. ASK TO SPEAK WITH THE EMPLOYER OR OTHER PERSON WHO MAY HIRE YOU. ASK FOR THIS PERSON'S NAME IF YOU DO NOT ALREADY KNOW IT.

___ 3. IF THE EMPLOYER IS NOT IN, ASK FOR A TIME TO CALL BACK.

___ 4. GREET THE EMPLOYER AND INTRODUCE YOURSELF.

___ 5. IDENTIFY THE PERSON WHO TOLD YOU ABOUT THE JOB.

___ 6. TELL THE EMPLOYER THAT YOU ARE INTERESTED IN A POSITION.

___ 7. DESCRIBE YOUR SKILLS, EXPERIENCE, AND PERSONAL QUALITIES. (Use your mini-resume).

___ 8. ASK FOR AN INTERVIEW.

___ 9. IF YOU GET AN INTERVIEW:

Write down the date and time of the interview, and

ask for directions if you need them.

___ 10. IF YOU DO NOT GET AN INTERVIEW:

Tell the employer that you are interested in future openings, and

suggest a time when you might call back.

___ 11. THANK THE EMPLOYER AND SAY GOODBYE.

COMMENTS:

UNIT VII: TELEPHONE CONTACTS

ACTIVITY #3: **MAKING THE PHONE CALL:** Students will choose a name from their job leads logs to contact for assistance or an interview appointment, and will be evaluated by the teacher using the appropriate checklist. Successful completion of this activity satisfies the criteria for enabling objective #3.

Materials: telephone
job leads logs
checklists #1 and #2

Teaching/Learning Procedure:

1. Have each student choose an individual from his/her job leads log to contact for assistance or an interview appointment.

2. Use the appropriate checklist to evaluate the call. If two outgoing lines are available, the teacher may wish to listen in on the student's conversation; otherwise, it will be necessary to listen only to the student's side of the conversation. Provide each student with written or oral feedback on his/her performance.

Additional Notes:

* If it is not possible to evaluate a real telephone call during class time, arrange to evaluate the student's performance on a mock telephone call.

* If students do not meet the 80-100% accuracy level specified in this objective, further assistance may be given on an individual basis.

* Telephone scripts that cover the steps on the checklist may be developed for students who have reading skills and would benefit from using a prepared script. Sample scripts which follow the steps outlined in checklists #1 and #2 are included in this unit.

UNIT VII: TELEPHONE CONTACTS

NAME ______________________________ DATE ______________

TELEPHONE SCRIPT:

CONTACTING PEOPLE FOR HELP IN FINDING A JOB

Hello, this is ________________. May I speak to ________ ________________?

Hello, ________________, this is ________________.

I am calling because I'm looking for a job as a ____________ ____ ____.

I thought maybe you could help me because ______________ ____ ____.

I've worked before as a ______________________________ ____

and I can ______________________________________ ____.

I'm hoping you can help me by __________________________ ____.

Would you like me to send you a copy of my mini resume?

My phone number is ______________, if you hear of anything and need to reach me. Thanks so much for your help! Goodbye.

UNIT VII: TELEPHONE CONTACTS

NAME ______________________________ DATE ____________

TELEPHONE SCRIPT:

CONTACTING POTENTIAL EMPLOYERS

Hello, my name is ________________. I would like to speak with the manager, please. Could you tell me that person's name? Thank you.

Hello, ________________. My name is ________________.
________________________________ gave me your name to call. I am interested in a position as a ________________
____.

I have worked before as a ______________________________
____.

I can ____
____.

I am ____.

When may I come in for an interview and with whom will I be speaking?

So, I will see you on __________________ at __________.

I need directions to your office.

Thank you very much for your time. I'm looking forward to meeting you and to learning more about your company.

UNIT VIII: INTERVIEWS

UNIT VIII: INTERVIEWS

UNIT GOAL:

The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

ENABLING OBJECTIVES:

1. The student will describe the appropriate attire for him/her to wear to an interview.

2. The student will shake hands and use appropriate greeting and closing statements in a role-playing situation.

3. The student will maintain appropriate eye contact with an interviewer during a role-playing situation.

4. The student will give appropriate responses to at least 3 interview questions concerning his/her background, skills, and interest in a particular job.

5. The student will give appropriate responses to at least 3 "difficult" questions frequently asked by interviewers.

6. The student will participate in a mock interview and will follow the steps specified on the "After-Interview Checklist" with 80-100% accuracy.

PREREQUISITES:

Completion of units I-VI. Students will need to refer to their completed mini-resumes, data books, and job leads logs in this unit.

NOTES TO THE TEACHER:

The interview is the only part of the job-seeking program that the teacher cannot observe and supervise directly. Yet it is one of the most important steps in the curriculum sequence. Therefore the teacher should try to ensure that the student understands what is required in an interview situation and is well-prepared to deal with an actual job interview.

The interview may be seen as the students' chance to tell a prospective employer about their qualifications for the job available, and to "sell themselves" to a good employer. It is vital that the students present themselves in a positive manner. Potential employers are impressed by confident, courteous, and pleasant people. Even if students are not offered the jobs for which they have interviewed, the interviews may be a source of future job leads and can give students practice in presenting themselves to prospective employers.

In this unit, students will discuss appropriate attire and behavior during an interview, and participate in role-playing of interview situations. Activities are designed to give students practice in interviewing skills, and in fielding answers to various questions that may be raised during the course of an interview. Students will also practice responses to difficult questions that may arise during an interview situation.

Checklists are provided to remind the student about the materials he or she should bring to the interview, and the kind of behavior that will be expected during and after the interview itself.

Students are given the opportunity to put their interviewing skills to use during "mock interview day." The mock interview process will be made more realistic for students if the interviewers are adults with whom they are not familiar. Students prepare for the mock interview day by identifying a job that they will "apply for," and by preparing an application form and resume or mini-resume for the interviewer to read. They should dress as they would for a real interview.

Teachers will need to prepare guest interviewers for mock interview day by giving them copies of the procedures for mock interviews, and a list of participating students along with the jobs they are "applying for."

If possible, mock interviews should be videotaped, as this is a powerful way of helping students to become aware of the skills they have and those that they need to improve. The teacher will need to plan in advance for the use of videotaping equipment and a private space in which to conduct interviews.

Two evaluation forms are provided to assess students' performance during the mock interview: the "Interview Evaluation Form" and the "After-Interview Checklist." The interviewer completes both forms. In addition, students evaluate themselves using the "After-Interview" checklist. Individual conferences are scheduled after the mock interview for the purpose of reviewing the interviewer's evaluations, the students' self-evaluations, and the videotaped interview.

SUGGESTED TIMELINE:

DAY	ACTIVITY # ('S):	OBJECTIVES COMPLETED:
1	1	1
2	2	2,3,4
3	3	5
4	4	6
5	5	6

UNIT VIII: INTERVIEWS

ACTIVITY #1: INTERVIEW PREPARATION: Students will be introduced to the unit and will discuss the components of a job interview, including apppropriate personal appearance and manner, and the documents and information that should be brought to an interview. Successful completion of this activity satisfies the criteria for enabling objective #1.

Materials:
- student handouts " Guidelines for Interview Preparation"
- "Interview Preparation" quizzes
- teacher's "Guidelines for Learning Interview Skills"
- individual folders for important documents
- videotape "Beginning an Interview"

Teaching/Learning Procedures:

1. Introduce the unit and describe unit expectations, including the videotaped mock interview. Use the teacher's "Guidelines for Learning Interview Skills" to provide a rationale for the unit.

2. Discuss appropriate personal appearance during a job interview. Have students make suggestions on appropriate dress and grooming since this is more likely to influence student attitudes than the opinion of the teacher.

3. Discuss the steps listed on the student handout "Guidelines for Interview Preparation."

4. If it is available, show the videotape "Beginning an Interview." Have students choose, the candidate they consider the most successful and give reasons for their choice.

UNIT VIII: INTERVIEWS

GUIDELINES FOR INTERVIEW PREPARATION

PERSONAL APPEARANCE:

1. Clothes should be neat, clean and in good condition. As a general rule, dress one step above what someone would wear on the job. Dress clothes such as suits, ties, dresses, and stockings should be worn for most interviews.

2. Shoes should be clean and neat. Do not wear sneakers or tennis shoes. Women should not wear very high heels.

3. Hair should be clean and neatly trimmed. It should not cover your eyes or face. For men, beards and moustaches should be neatly trimmed.

4. Fingernails should be clean and neat.

5. Do not wear too much makeup or jewelry.

6. Do not wear too much perfume or aftershave.

PAPERWORK: (Carry in a file folder)

1. Databook
2. Mini-resume and/or resume
3. Completed application form (if appropriate)
4. Open letters of recommendation (if available)
5. A pen and paper for taking notes.

INFORMATION REQUIRED:

1. Make a note of the date and time of the interview.
2. Have directions to the interview and a means of transportation.
3. Note the name of the person who will interview you.
4. Know something about the place where you are applying for work.
5. Try to find out what other jobs are performed there.

INTERVIEW PREPARATION QUIZ

NAME ______________________________ DATE ______________

TRUE/ FALSE QUESTIONS (10 points each)

True	False	
____	____	The interview is the most important part of the job search.
____	____	A good personal appearance is very important for a job interview.
____	____	Job seekers should know something about the job they are applying for.
____	____	Personal appearance can be at least as important as the skills a job seeker may have.
____	____	Wearing plenty of make-up to an interview is a good idea.
____	____	It is a good idea to know something about the place where you are applying for work.
____	____	When a job-seeker is not hired, the interview is a waste of time.
____	____	It is a good idea to wait until the last minute to get ready for an interview.

SHORT ANSWER QUESTION (20 points)

Choose a job that you might be interested in applying for. Then describe what you would wear to a job interview for this job.

Job title ______________________________________

What you would wear to an interview ______________________

____

____

____

UNIT VIII: INTERVIEWS

TEACHER GUIDELINES FOR LEARNING INTERVIEW SKILLS

1. Rationale: The goal of the interview is to stand out from the other applicants as a desirable employee. It is the most important part of the job search because:

- it provides an opportunity for the job-seeker to become personally known to the interviewer

- 80% of the decision to hire is based on the interview

- the way that a job-seeker looks and acts is often more important than the skills he or she may possess. An employer may be willing to overlook a lack of skills and train someone whom he feels is "right" for the job.

- the interview process is stressful but generally predictable. The questions asked by interviewers are fairly standard from one interview to another since all interviewers are trying to obtain the same information. In addition to these typical questions, interviewers often ask a few difficult questions to test the interviewee's performance under stress, or to assist them in choosing the best candidate.

- even if the job-seeker is not hired, the interview may be a source of new job leads. For this reason, it is important for the job seeker to maintain a pleasant manner throughout the interview process and be careful to follow up on all job interviews.

- the interview is a time for the job-seeker to ask questions concerning all the aspects of the job, and what will be expected if he or she is hired into that job position.

2. It is important to prepare for an interview the night before by having all personal information and papers ready. This helps to minimize anxiety and allows the job-seeker to present a more organized and competent appearance.

UNIT VIII: INTERVIEWS

ACTIVITY #2: BASIC INTERVIEW PROCEDURES: Students will discuss appropriate manner, greetings and closing statements for a typical interview, and will discuss and role-play appropriate responses to typical interview questions. Successful completion of this activity satisfies criteria for enabling objectives 2,3 and 4.

Materials:	student handouts: "Interview Preparation Quiz"
	student handouts: "Interview Do's and Don'ts"
	student handouts: "Typical Interview Questions"
	teacher's "Guidelines for Interview Procedures"

Teaching/Learning Procedure:

1. Distribute the "Interview Preparation Quiz" and tell students that they should check "True" or "False" for each question.

2. Collect the quiz sheets and return later with feedback.

3. Using the student handout "Interview Do's and Don'ts" and the teacher's "Guidelines for Interview Procedures", describe basic employer expectations and interview procedures. Discuss appropriate interview manners, including greetings, handshakes, closing statements, body language and eye-contact.

4. Distribute the handout "Typical Interview Questions."

5. Discuss students' individual backgrounds and experiences and how they might answer typical interview questions. Write the questions on the chalkboard as they come up for discussion.

6. Assign students to small groups. Have them role-play handshakes, greetings and closing statements, and responses to at least 3 typical interview questions. Group members should comment on each other's performance of these skills.

UNIT VIII: INTERVIEWS

INTERVIEW DO'S AND DON'TS

1. Go to the interview alone.

2. Leave home in plenty of time for your appointment. Be at least 10 minutes early.

3. Greet the secretary/receptionist politely and give your name.

4. Smile when you meet the interviewer. Give your name and shake hands firmly.

5. Don't sit down until you are asked to do so. Then sit up straight and face the interviewer directly.

6. Don't eat, chew gum or smoke during the interview.

7. Be sure to make eye-contact during the interview.

8. Try to speak clearly and avoid using slang expressions.

9. Talk about your qualifications and experiences and how they relate to the job.

10. Do not argue with the interviewer.

11. Do not discuss personal problems during the interview.

12. Try to avoid "Yes" and "No" answers and provide more information when appropriate.

13. Show an interest in the job you are applying for.

14. Fill out completely all forms and papers given to you with the help of your Data Book. Read forms carefully and ask questions if you don't understand.

15. Let the interviewer be the one to end the interview and, when it is over, leave promptly.

16. Before you leave, thank the interviewer and arrange for a time to call back about the job.

TEACHER GUIDELINES FOR INTERVIEW PROCEDURES

1. The 3 basic employer expectations are:

   - appearance (personal appearance, manner and paperwork)
   - attendance, punctuality, reliability, dependability (Can the job seeker be counted on to do the job?)
   - skills, abilities, experiences, etc. (What can the job seeker do that relates to this job?)

2. In order to meet these expectations, the job seeker should:

   - Be specific: give examples and details of experience
   - Be positive: never volunteer negative information
   - Relate answers to the job being applied for

3. The 3 components of an interview are participation, closing and follow-up.

Participation: The job seeker should help the interviewer to see him as someone other than a stranger, by mentioning common friends, interests, employees, etc.

The job seeker should give some personal information about himself, such as information about hobbies and interests, especially those that relate to work.

The job seeker should give details to show how past experiences will help the employer.

The job seeker should try to get the interviewer to see that he is reliable and plans to stay in the area.

The job seeker should tell the interviewer that he/she is interested in work and enjoys working.

The job seeker should try to "sell" him/herself, but should not talk for more than 5 minutes in response to any one question.

Closing: The job-seeker should restate his/her interest in the job, and let the interviewer know that he/she will be anxious to hear the outcome of the interview. He/she should also suggest a call-back date.

Thank the interviewer for his/her time and say goodbye.

Follow-Up: If the job-seeker is not offered the job, he/she should not feel discouraged. Each interview is an opportunity to improve interviewing skills. The job-seeker may also use this moment to enquire about other positions the interviewer may have available, ask if he/she may call back at a later date, or ask if the interviewer can suggest other potential job leads.

UNIT VIII: INTERVIEWS

TYPICAL INTERVIEW QUESTIONS

1. **Why are you here?**
   Why do you want to work here?
   What can I do for you today?
   How did you find out about us?
   What type of position interests you most?

How to answer:
- Show that you are interested in this company.
- Mention people you know who work there.
- Talk about the company's good reputation.

Sample answers:
- "I've heard that you are...(mention something positive about the company)
- "I'm very interested in... Your company seems like an excellent place to learn about this."

2. **What kind of person are you?** (Are you reliable?)
   Tell me about yourself.

How to answer:
- Give some personal information about yourself. Talk about hobbies and interests, especially those that relate to the job.
- Talk about your dedication to attendance, punctuality and dependability, as well as your skills.

3. **What are your goals in life?**
   What are your long-range goals?
   What are your plans for the next 5 years?
   What do you think you will be doing 5 years from now?

How to answer:
- "I want to earn enough money so that I can move out on my own and become independent. I want to get a good start in this field because my experiences as __________________ will help me to get ahead. Later I may want to go to a night school to get more training or ask for more responsibility."

- "Five years from now I want to think that I will have improved in the work of _______________. I would like to be rewarded for any increase in value I have to my employer, so I want to work hard to learn the business."

4. What kind of salary are you looking for?
What are your ideas on salary?
- What is the minimum salary you would accept?

How to answer:

- Try to avoid naming a specific salary until the job has been offered to you. It is better to negotiate a salary after the interviewer has decided to hire you. A good approach is to ask, "Can you discuss the salary range with me?" This will give you an idea of what you can expect to be paid.

5. How much were you absent from your last job/your last year of school?

How to answer:

- The interviewer is attempting to find out if you are dependable.
- If you were absent a good deal for a particular reason, explain the reason and why you feel that it will no longer be a problem.
- Emphasize your past reliability and assure the interviewer of your future reliability.

6. How is your health?

How to answer:

- This is another attempt to establish your reliability and to find out if you have any serious medical problems or handicaps that would interfere with your ability to do the job.
- Do not mention any physical problems unless they are so serious that they would prevent you from being a reliable employee.
- Assure the interviewer that your health is excellent.

7. When will you be available for work?

How to answer:

- When you are asked how soon you can start work, tell the interviewer as soon as possible. You may not be sure you want the job but you can decide on this after it is offered to you. Once the job is offered to you, you can make arrangements with your present job or cancel other appointments.
- If you are looking for part-time work, tell the interviewer about the times you will be available but try to be as flexible as possible.

8. What kind of machines/equipment have you used?

How to answer:

- You should inform the interviewer completely of your experience and capability. Be specific in mentioning equipment by giving the exact names of the machines you have operated. If the interviewer asks specifically about your ability to operate a machine you have not had experience with, describe other similar types of machines you can operate and express your confidence that you can learn quickly.

9. Are you thinking of going back to school or college?

How to answer:

- You should reassure the interviewer that you will take courses only at night.

10. Do you have any questions?

How to answer:

- It is a good idea to ask some definite questions about the company to show you are interested. Some good questions are:
- "Does the company have a beginning training program?"
- "What are the opportunities for advancement?"
- "What are the exact duties of the job?"
- It is a good idea to wait for the interviewer to bring up the subject of benefits (money, vacation, insurance, retirement, etc.). After the interviewer has mentioned these topics, you can ask whatever questions you have.

UNIT VIII: INTERVIEWS

ACTIVITY #3: DIFFICULT QUESTIONS: Students will discuss some difficult questions that may arise in an interview situation and will role-play their responses. Successful completion of this activity satisfies criteria for enabling objective #5.

Materials:
student handouts: "Difficult Questions"
teacher's "Guidelines for Difficult Questions"
videotapes of previous students' interviews and video equipment

Teaching/Learning Procedure:

1. Define and discuss the term "difficult questions."

2. Provide a rationale for an interviewer's use of difficult questions and the importance of being prepared for these questions before an interview.

3. Ask students to brainstorm possible answers to each of these questions. Using the teacher's "Guidelines for Difficult Questions," discuss the consequences of these answers.

4. Divide students into groups of 3-4 students each. Have them role-play their responses to at least 3 difficult questions. Group members should comment on each other's performance.

5. The teacher should circulate among the students giving feedback and offering suggestions when necessary.

6. Show one or more videotapes of previous students participating in mock interviews. (Be sure that these students have given their permission for you to do so.) Invite the class to critique the tapes.

UNIT VIII: INTERVIEWS

TEACHER GUIDELINES FOR DIFFICULT QUESTIONS

1. A difficult question is a question that some job seekers may find hard to answer in a positive way. Several difficult questions should be expected in each interview.

2. Interviewers ask these kinds of questions in order to avoid hiring people who have problems that may interfere with their work. They also want to test an interviewee's performance under stress. Job seekers should not deny or minimize problems that could interfere with their ability to do a particular job, but they should never over-emphasize problems. It is important to include positive information when discussing "problem" issues. For example, a statement about a previous health problem should end with the job seeker's assurance that his/her health is now fine.

3. No question will pose a real problem if the job seeker is prepared to answer it. It is important to become familiar with difficult questions.

4. A number of these questions may be illegal, unfair, or irrelevant. Many employers do not know this or may ask them anyway. Job seekers may decide not to answer illegal questions but this may result in not being offered the job. Instead, a brief response that assures the interviewer of the job seeker's reliability and dependability is preferable.

5. Students should practice answering difficult questions so that they will be able to respond in a calm and reasonable manner.

6. Job seekers should never speak poorly or complain about past jobs or employers.

7. If the job seeker has had an experience in the past that would reflect badly on his or her character, it is good strategy to quickly admit a past mistake and then give strong positive examples of what has been done to correct it.

8. An ongoing list of potential difficult questions may be kept on file by the teacher. Classroom discussion may be focused on how to respond to these questions as they arise.

UNIT VIII: INTERVIEWS

DIFFICULT QUESTIONS

1. I've interviewed others with more experience. Why should I hire you?
Can you do the job?
Do you have enough experience?
You seem young for the job. Do you think that will be a problem for you?
What kind of special skills do you have?
How well can you handle responsibility?

How to answer:

- Even if you have not held this exact job before, try to make positive statements about your abilities and how they relate to the new job. The chances are you've used at least some of the same skills in previous work or volunteer experiences. You might say: "Well, I haven't held a job with the same title, but I've used many of the same skills in _____."

- Let the interviewer know you are willing to learn new skills and can learn them easily.

- You may be young but this is not a problem. Tell the interviewer that this means you are energetic, willing to learn, healthy, without bad habits, willing to start "at the bottom," etc.

2. Why have you held so many jobs?

How to answer:

- Explain that you were exploring different careers.

- Tell the interviewer about the various skills you have learned on your previous jobs and how they relate to this job.

3. Why do you have a gap in your job history?

How to answer:

- Whatever the reason, you should assure the interviewer that you are now ready to work.

Sample answers: "I was furthering my education."
- "I went back to being a full-time homemaker."
- "I decided I was needed at home."

4. Why did you leave your last job?
Have you ever been fired?

How to answer:
(The interviewer is trying to determine if you had problems on your last job.)

- It is important that your answers do not reflect badly on the previous employer or company.

- Do not say that you were fired. Instead, you might say:
  - "The job was only temporary."
  - "There was no room for advancement."
  - "I wanted a job that would better use my skills."

5. What are your major strengths?
If I had to choose between you and two other good candidates, why should I choose you?

How to answer:
- Describe your skills, experiences and interests. Include words that describe your good traits as a worker, such as "reliable," "honest," and "dependable."

6. What are your major weaknesses?

How to answer:
- Do not say that you have no weaknesses but try not to be negative about yourself.

- Try to turn a weakness into a strength, such as, "I suppose that sometimes I am too careful about my work" as opposed to saying that you are slow.

7. What did you think of your last employer?

How to answer:
- Try not to sound negative about a previous employer as this may reflect badly on you as an employee, and may make the interviewer feels that you would treat this company in the same way.

8. Do you have a police record?
Have you ever been arrested/jailed/convicted for a misdemeanor or for anything other than a minor traffic violation?

How to answer:
- The only legal question is "Have you ever been convicted of a felony?" However, if you have been arrested, jailed, or convicted of a crime, you can explain that you have learned from your mistakes, have no intention of repeating the offense, and that you are a trustworthy employee.

UNIT VIII: INTERVIEWS

ACTIVITY #4: **PREPARING FOR MOCK INTERVIEWS:** The student will prepare for mock interview day by identifying a job that he/she will "apply for," gathering together paperwork that will be presented to the interviewer, and reviewing the procedures for mock interviews.

Materials: For students:
"After Interview Checklist"
"Interview Evaluation Form"
manila file folders for carrying paperwork
application forms
resumes and/or mini-resumes
poster showing steps for a successful interview

For interviewers:
"Mock Interview Procedures"
list of participating students and the jobs they are "applying for"
packets of the "After Interview Checklist" and the "Interview Evaluation Form"- one per student

Teaching/Learning Procedure:

1. Describe procedures for the mock interview and videotaping processes.

2. Have students identify a job which they will "apply for." It may be helpful to have them refer to their job leads logs.

3. Have students fill out an application form for the job they have identified, and place the form in their manila folders along with a completed resume and/or mini-resume. This paperwork will be read by the interviewer during the mock interview.

4. Go over the poster "Steps To A Successful Interview."

5. Distribute the "After Interview Checklist" and "Interview Evaluation Form" to students and describe how these evaluation tools will be used by the interviewer.

6. Tell students that they are to fill out an "After Interview Checklist" after they have completed their mock interviews. They will compare their evaluations with the interviewer's evaluations during the post-interview conference which takes place the day after mock interviews.

7. Prepare guest interviewers for mock interview day by giving each one a list of participating students and the jobs they are "applying for" in the order in which students will be interviewed. Review the handout "Mock Interview Procedures" and the two evaluation forms to be used by the interviewers.

Note: the mock interview process generally takes about 10 minutes per student; thus the teacher will have to plan accordingly for the number of interviewers who will be needed to conduct interviews. If it is not possible to videotape all class members, ask for student volunteers for videotaping. There are usually a number of students who will find it a welcome relief not to be videotaped!

ACTIVITY #5: THE MOCK INTERVIEW: The student will participate in a mock interview that will be videotaped if possible, and will follow the steps on the "After-Interview Checklist" with 80-100% accuracy. Successful completion of this activity satisfies the criteria for enabling objective #6.

Materials: Videotaping equipment
For students:
paperwork gathered during activity #4
For interviewers:
"Mock Interview Procedures"
lists and packets from activity #4

Teaching/learning procedure:

1. Have each student participate in a mock interview with a guest interviewer while another adult videotapes the interview. Students who are not being interviewed should review their paperwork and interview unit handouts, and/or engage in independent work such as homework or make-up work.

2. Remind students to fill out their "After Interview Checklists" immediately after their mock interviews.

3. Allow interviewers enough time in between interviews to fill out evaluation forms on students.

4. If time is available at the end of class, ask the interviewer(s) to meet individually with students to give them immediate feedback on their interview performance.

5. After class, review all evaluation forms and videotapes. Make a list of general comments to be shared with the class as a whole the following day.

6. Schedule individual conferences for the day following the mock interviews to view each student's videotape and to discuss written evaluations. If another teacher or a teacher's aide is available during class time, students may be pulled out one at a time for their conferences; if not, conferences will need to be scheduled during the student's free time or after school.

7. If some videotapes are particularly good, obtain students' permission to show their interviews to the rest of the class. Teachers may also wish to obtain permission for future showings to other classes, teachers, etc.

UNIT VIII: INTERVIEWS

CHECKLIST #4: AFTER INTERVIEW CHECKLIST

Name of student: ______________________________

Place of interview: ___________________________

Date of interview: ____________________________

	Yes	No
1. Arrived on time		
2. Dressed properly		
3. Greeted secretary and others politely		
4. Introduced myself to interviewer and shook hands		
5. Described my qualifications		
6. Described my hobbies and interests		
7. Gave copy of my resume or mini-resume		
* 8. Gave copies of my letters of recommendation		
9. Looked at interviewer while talking		
10. Had good posture and avoided nervous mannerisms		
* 11. Mentioned who referred or friends working there		
12. Mentioned sense of responsibility and dependability		
13. Stated interest in the position		
14. Arranged to call back		
15. Thanks and handshake at end		
16. Obtained other job leads (if no opening now)		

* if appropriate

Notes:

INTERVIEW EVALUATION FORM

Name of interviewer: ______________________Date _________________

Name of student being interviewed:________________________________

Rate the student's performance in each of the areas listed below using the following rating scale:

3- Excellent. Student's performance in this area is outstanding. No further improvement is needed.

2- Good. Student's performance in this area is adequate, though there is some room for improvement.

1- Fair. Student needs to improve in this area.

__________ Appropriate Attire

__________ Posture

__________ Eye Contact

__________ Voice Level

__________ General Manner

__________ Quality of Answers

__________ Other

Strengths:____

____

Areas needing improvement:____

____

Additional Comments:____

____

MOCK INTERVIEW PROCEDURES

To the mock interviewer:

1. Refer to your list of student participants and the jobs they are applying for to see the order in which students will arrive for interviews and the jobs for which they will be interviewing.

2. Students will bring paperwork with them, including a completed application form and a resume or mini-resume. They should volunteer to show you this information; if not, they should be prompted to do so.

3. The students have reviewed the questions listed on the handouts in your packet entitled "Typical Interview Questions" and "Difficult Interview Questions." Please select three or four questions from each sheet to ask students during the interview. In addition, please feel free to ask questions that you feel are appropriate to ask during interviews.

4. Interviews should last about 7-10 minutes each.

5. Evaluate each student's performance following his/her interview by completing both an "After-Interview Checklist" and an "Interview Evaluation Form" for the student. Students will also be completing an "After-Interview Checklist" and will have an opportunity later to compare their checklist to yours.

UNIT IX: LETTER-WRITING

UNIT IX: LETTER-WRITING

UNIT GOAL:

The student will use models and checklists to write one of the following types of business letters frequently used during a job search: 1) a letter of inquiry or cover letter, or 2) a thank you letter to follow up an interview, and will follow the steps specified in the checklist for each letter with 80-100% accuracy.

ENABLING OBJECTIVES:

1. The student will use models and checklists to write a neat, legible letter of inquiry or cover letter to a prospective employer with 80-100% accuracy, or the student will use models and checklists to write a neat, legible thank you letter to follow an interview with 80-100% accuracy.

2. The student will state (orally or in writing) the purpose of writing letters of inquiry or cover letters, and thank-you letters to follow an interview.

PREREQUISITES:

Completion of units I-VIII. Students will need to refer to their completed resumes and job leads logs in this unit.

NOTES TO THE TEACHER:

The Job Club model emphasizes the importance of using the telephone to make employer contacts. Still, there are times when job seekers are unable to reach a prospective employer, or when the employer specifically requests that contacts be made in writing. In these instances, it is important for job seekers to know how to compose a well-written, effective business letter. In this unit, students will learn when and how to write a letter of inquiry or cover letter, and a thank you letter to follow-up an interview. Because of time constraints, students are required to write only one type of letter; however, teachers may increase this requirement to two letters if time permits.

Business letters should be short and business-like. It is not appropriate to be funny or too familiar when writing business letters. They provide information about the job-seeker's grammatical abilities and ability to write an informative business letter; therefore, letters should be neat and contain no mistakes in spelling or grammar.

If possible, students should write business letters for real situations in their job searches. Students may use this opportunity to inquire about jobs they have heard about through friends or advertisements, to send out resumes with cover letters, and/or to follow-up interviews. If it is not possible or desirable to send out real letters at this time, students should use information and situations from their job leads logs as the subjects for practice letters.

Letters which are to be sent out to prospective employers should be typed on good quality 8 1/2 x 11 bond paper. Typed letters look more professional than handwritten letters and are generally easier to read.

Copies of all letters should be kept for the students' records. The original letter, not a copy, should always be sent to the prospective employer.

The teacher may need to make accommodations for students with limited writing skills. These students may be allowed to dictate their letters to the teacher, a peer, or into a tape recorder. Letters to be sent to prospective employers should then be transcribed and typed.

SUGGESTED TIMELINE:*

DAY:	ACTIVITY # ('S):	OBJECTIVES COMPLETED:
1	1	
2	2	1,2

* In order to stay within the six-week time frame of the Job Club course, it is often necessary to teach this unit concurrently with Unit X. In this case, teachers may wish to split class time between letter-writing activities and structured job search activities, and to extend the timeline for letter-writing beyond the two days suggested here. It is fairly easy to make these adaptations, as both Units IX and X require more independent work than instructional time.

UNIT IX: LETTER-WRITING

ACTIVITY #1: LETTERS OF INQUIRY AND COVER LETTERS: Students will discuss the components and purpose of writing cover letters and letters of inquiry. Students who choose to write a real or practice letter of this type will use models and checklists to write a letter with 80-100% accuracy.

Materials: student handouts: model letter of inquiry
student handouts: cover letter
student handouts: checklist #1
Teacher Guidelines for Letter-Writing

Vocabulary: letter of inquiry cover letter

Teaching/Learning Procedures:
1. Introduce this unit to students. Use the "Teacher Guidelines for Letter Writing" to provide a rationale for letter writing, a description of the types of letters that students should know how to write, and the basic format for business letters. Explain to students that letters written during a job search are a kind of business letter.

2. Distribute copies of checklist #1 and discuss the guidelines for format, appearance and content when writing business letters.

3. Hand out copies of the letter of inquiry and cover letter for a resume. Read through the two letters, and have students identify the main parts of the letters listed in checklist #1. Explain to students that the two are about the same, with the minor difference that the letter of inquiry is in response to an advertised job, while the cover letter may be sent out with a resume whether or not there is a known job opening.

4. Discuss in detail the content of the body of a letter of inquiry or a cover letter. Describe several scenarios in which a job seeker wishes to write a letter of inquiry or a cover letter, and have students describe the information that needs to go in the body of the letter.

5. Tell students that they will need to write one practice or real letter during this unit. Students who decide to write a letter of inquiry or cover letter should choose an individual or company from their job leads logs and write a letter to that person/company. Students should then use checklist #1 to monitor the format, appearance and content of the letter.

6. Collect the students' finished products, and return later with feedback. Checklist #1 may be used to rate the students' letters. Provide typing services for those students who are writing letters that will actually be sent.

UNIT IX: LETTER-WRITING

NAME ______________________________________ DATE ________________

Checklist #1: LETTER-WRITING

PART I: FORMAT

Put a check on the line if the letter contains the following:

___ 1. Your return address

___ 2. The date

___ 3. The inside address (address of person you are writing to)

___ 4. The greeting

___ 5. The body (tells employer why you are writing and contains information needed by the employer)

___ 6. The closing

___ 7. Your name and signature

PART II: APPEARANCE

Put a check on the line if the letter:

___ 1. Is neat

___ 2. Does not contain spelling or grammatical errors

PART III: CONTENT

Put a check on the line if the letter contains all the information it needs:

___ 1. Letters of Inquiry or Cover Letters:
    ____ a statement that shows your interest in the job
    ____ a description of your qualifications
    ____ a statement that a resume is enclosed
    ____ a statement of interest in an interview
    ____ your phone number

___ 2. Thank you Letters:
    ____ a statement of thanks for the interview
    ____ a statement of continued interest in the job
    ____ a statement that you are looking forward to hearing from the interviewer again soon

UNIT IX: LETTER WRITING

TEACHER GUIDELINES FOR LETTER WRITING

1. Rationale: The writing of business letters is a necessary part of the structured job search.

2. Letters of inquiry are sent in response to Want Ads or when the job-seeker is unable to reach the prospective employer by telephone or in person. It is important to make a good impression in a letter of inquiry as this is the first contact the job-seeker has with the employer and may determine his or her chances of further contact.

3. Cover letters are sent when submitting a resume and are used to introduce the resume. The resume is not addressed to anyone in particular. However, the cover letter may be addressed to one specific person. It can be used to direct the prospective employer's attention to skills and experiences that may be relevant to the desired job opening. (Because the content of cover letters and letters of inquiry is nearly the same, they are taught together in this unit).

4. Thank-you letters after a job interview are considered a matter of courtesy and are also sent to remind the interviewer of the job-seeker's interest in the position.

5. Most business letters take the following form:

a. Greeting: Greet the Employer, Personnel Director, Employment Manager or other individual by formal title and name:

- Dear Ms. Smith:

If the contact person's name is not known, the letter should be addressed to:

- Dear Personnel Director: or Dear Employment Manager:

b. Introduction: For a letter of inquiry or cover letter, the job seeker should introduce him or herself, give some information about current employment or occupation and state the purpose of the letter.

c. Body: The body of the letter contains other information that the employer needs to know. This information willl vary depending on the type of letter being written (see #6).

d. Closing: The letter should be closed with a thank-you to the employer. Use one of the standard closings (Sincerely, Yours Truly, Sincerely Yours). The job-seeker's name should be typed under his or her signature, for example:

Sincerely,

Susan Smith

6. The following information needs to be included in business letters written during a job search:

Letter of Inquiry: (in response to a want ad or other job lead) or Cover Letter (for a resume):

a. a statement of interest in a position
b. a description of one's qualifications
c. a statement that a resume is enclosed
d. a statement that letters of recommendation are enclosed*
e. a statement of interest in an interview
f. a phone number so that the employer may call with questions or to arrange an interview

Thank You Letter: (to follow-up an interview)

a. a statement of thanks for the interview (include date of interview)
b. a statement of continued interest in the position or in future positions
c. a statement that the job seeker is looking forward to hearing from the interviewer again soon.

*if letters of recommendation are available

UNIT IX: LETTER WRITING

Sample Letter: LETTER OF INQUIRY

RD #1 Box 550
Hinesburg, VT 05461
January 1, 1987

Mr. Gary Solow
Animal Hospital of Hinesburg
Main St.
Hinesburg, VT 05461

Dear Mr. Solow:

I am very interested in the animal care provider position that you advertised in the Burlington Free Press on December 30, 1986.

I have worked with animals for many years on our family farm, and have provided a dog and catsitting service for my neighbors for the past three years.

I have enclosed my resume and letters of recommendation to give you additional information about myself.

I would appreciate an interview to discuss this position. Please feel free to call me at 482-5555 if you need further information.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Kim Allen

UNIT IX: LETTER WRITING

Sample Letter: COVER LETTER

Old Stage Rd.
Williston, VT 05495
March 15, 1987

Four Seasons Garden Centers
61 Industrial Ave.
Williston, VT 05495

Dear Employment Manager:

I am writing to submit my resume and letters of recommendation for your consideration should any positions become available at Four Seasons Garden Centers.

I enjoy working outdoors and have had some experience in lawn and garden care. I am a hard worker and believe I would be an asset to your lawn care crew or sales department.

I would like to meet with you in person to discuss present or future job openings. Please feel free to contact me at 658-2222 if you need further information.

Thank you for your consideration.

Very truly,

Dave Walters

ACTIVITY #2: **THANK YOU LETTERS:** Students will discuss the components and purpose of writing thank you letters to follow an interview. Students who choose to write a real or practice letter of this type will use models and checklists to write a letter with 80-100% accuracy.

Materials: student handouts: model thank you letter
teacher guidelines for letter writing
"Letter-Writing Quiz"

Vocabulary: thank you letter

Teaching/Learning Procedure:

1. Refer to the "Teacher Guidelines for Letter Writing" and Checklist #1 to describe the purpose and content of thank you letters to follow interviews. Provide examples of instances when such a letter would be written.

2. Distribute copies of a model thank you letter. Read the letter out loud and review the basic format if necessary. Students should refer to their copies of checklist #1.

3. Discuss in detail the content of the body of a thank you letter to follow an interview. Describe a scenario when such a letter would be written, and have students describe what information needs to go in the body of the letter.

4. Students who have chosen to write a real or fictitious thank you letter should use the thank you letter model and checklist #1 to do so.

5. Collect the students' finished products and return later with feedback. Letters to be sent out to prospective employers should be typed.

6. Distribute the "Letter-Writing Quiz" which asks students to state the purpose of writing letters of inquiry, cover letters and thank you letters, and briefly describe the kinds of information contained in each.

7. Collect the quizzes and return later with feedback.

UNIT IX: LETTER WRITING

Sample Letter: THANK YOU LETTER

999 Crescent St.
So. Burlington, VT 05401
February 17, 1987

Ms. Susan Jones
Pure Pop Records
115 Winooski Ave
Burlington, VT 05401

Dear Ms. Jones:

I am writing to thank you for interviewing me on Friday, February 16. I enjoyed learning more about the sales position and want you to know that I am very interested in working for Pure Pop Records. If for some reason you decide not to offer me the sales position, I hope you will keep me in mind for other openings in the future.

Please feel free to contact me at 656-1348 if you have further questions.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Jack Roberts

LETTER-WRITING QUIZ

1. Why would you send a letter of inquiry during a job search?

____

____

____

2. Why do you need to send a cover letter with your resume?

____

____

____

3. Why is it important to send a thank you letter to an interviewer after a job interview?

____

____

____

UNIT IX: LETTER WRITING

GLOSSARY

cover letter: a letter that you send along with a resume when you are writing to an employer. You need to send this letter so that the employer knows why you are sending the resume and can learn more about you.

letter of inquiry: a letter written to an employer to find out about a job opening. Letters of inquiry are usually written to answer help wanted ads.

thank you letters: a letter written to thank someone for something. During a job search, you should always write a thank you letter after a job interview to the person who interviewed you. This will show the interviewer that you are still interested in the position and that you are courteous enough to thank the person for spending time with you.

UNIT X: THE STRUCTURED JOB SEARCH

UNIT X: THE STRUCTURED JOB SEARCH

UNIT GOAL:

The student will conduct a structured job search by employing job search strategies which result in at least 5 job-related contacts (on the telephone or in person) per week.

ENABLING OBJECTIVES:

1. The student will add at least 5 job leads per week to his/her job leads log.

2. The student will make at least 5 job-related contacts (on the telephone or in person) per week.

PREREQUISITES:

Completion of units I-IX.

NOTES TO THE TEACHER:

In this unit, students will be asked to use all of the skills and knowledge acquired in Units I-IX to undertake a job search. The underlying theme of the Job Club is that the best way to learn how to find a job is to actually look for one, and this theme becomes a reality in Unit X.

Although students will use similar procedures to look for jobs, it is expected that the amount of time and effort needed for the job search will vary amongst individuals. For this reason, the format of this unit is quite different from that of previous units. Rather than give a specific teaching/learning procedure for each enabling objective, an outline of daily procedures is given which lists potential activities for students who are looking for work, as well as students who have found work.

It is suggested that 10 days be spent on the structured job search. In some cases, there will be an overlap of a week or so while Unit IX is completed. Teachers may wish to divide the time spent during class periods between the structured job search and Unit IX. Outside of class, the teacher may obtain new job leads for the Office Leads log; arrange for typing services for students who need resumes, letters, etc. for their job search; assist students with transportation to interviews; and take students on field trips to local places of employment.

Students who do not find jobs within the allotted time period may benefit from additional consultation time with the teacher. This may be scheduled after school or during the student's study hall period.

UNIT X: THE STRUCTURED JOB SEARCH

OUTLINE OF DAILY ACTIVITIES AND RESPONSIBILITIES

Materials Needed by Each Student:

job leads logs
folders
interview materials
After-Interview Checklists
data books

Materials to be Shared by Class:

phones
Office Leads Log
data charts for:
 # of job contacts
 # of interviews

yellow pages
daily newspapers

DAILY PROCEDURES:

I. (First 5-10 minutes):
Teacher meets with entire class so that students can report on job-hunting experiences, share job leads, and discuss problems which are of interest to the group. This may be an opportune time for teachers to informally monitor the students' progress in the job search.

II. (Remainder of class period):
Students collect materials needed for the day and work individually or in pairs on appropriate activities given their status in the job search process. These activities may be listed on posters or on the board, or checklists may be used for individual students who need more structure. The following activities are suggested for students who are looking for work and for students who have found work.

STUDENTS WHO ARE LOOKING FOR WORK:

DURING CLASS:

1. Update job leads logs:
Check yellow pages, Office Leads Log, newspaper and other sources.

2. Work on application forms picked up at local businesses.

3. Send out resumes and cover letters.

4. Make telephone calls to arrange interviews.

5. If an interview is granted:

   a. Record interview information in Job Leads Log;
   b. tell teacher about interview;
   c. work out any transportation problems; and
   d. prepare materials for interview. They are: Data Book, mini-resume, resume, letters of recommendation, application form (if available), and After-Interview Checklist.

6. After an interview:
   a. share results of After-Interview Checklist with teacher,
   b. write a thank-you letter to the interviewer, and
   c. follow-up on the interview with a phone call to the interviewer.

7. Fill in two data charts showing 1) number of job contacts made since the last class, and 2) number of interviews participated in since the last class.

OUTSIDE OF CLASS:

1. Make telephone calls which cannot be made during class.

2. Attend scheduled interviews and fill out After-Interview Checklists.

STUDENTS WHO HAVE FOUND WORK:

DURING CLASS:

1. Write a current job description, using the "Job Description" form provided in this unit.

2. Write a work plan for the future, using the "Work Plans" form provided in this unit.

3. Fill out a W-4 form (with the teacher's assistance if necessary).

4. Complete the "Problem-Solving" worksheet provided in this unit. If time allows, discuss answers to these problems with classmates.

5. Assist classmates in finding leads and/or collecting materials for interviews.
6. Role-play telephone contacts and/or interviews with classmates who need extra practice.
7. Meet for 5-10 minutes with other employed classmates to discuss jobs and job experiences.

UNIT X: THE STRUCTURED JOB SEARCH

SAMPLE DATA SHEET: NUMBER OF JOB CONTACTS MADE

Directions to the teacher: This sheet should be used as a model for a large data sheet (poster size) that can be displayed on the wall. Each day, students should write the date of each job contact made. In addition, the student should write and **A** if the contact was to request assistance in finding a job, or and **E** if the contact was with an employer. The contact may be made by telephone or in person.

STUDENT NAME	DATE OF JOB CONTACT								
Jenny Jones	2/6								

UNIT X: THE STRUCTURED JOB SEARCH

SAMPLE DATA SHEET: NUMBER OF INTERVIEWS ATTENDED

Directions to the teacher: This data sheet should be used as a model for a large data sheet (poster size) that can be displayed on the wall. Each day, students write the date of each interview in which they have participated.

STUDENT NAME INTERVIEWS ATTENDED

Steve Brown	6/15								

UNIT X: THE STRUCTURED JOB SEARCH

JOB DESCRIPTION

NAME______________________________DATE__________

Directions: Provide information about your current job by answering each of the following questions about your job.

1. Where do you work?

____

____

2. What is the title of your job?

____

____

3. What are your duties on the job?

____

____

____

4. What do you like about this job?

____

____

____

5. What do you not like about this job?

____

____

____

UNIT X: THE STRUCTURED JOB SEARCH

NAME ______________________________ DATE ______________

FUTURE WORK PLANS

Directions: Describe your work plans for the future by answering the questions below.

1. List the job title(s) of one or more jobs which you think you might like to have in the future.

____

____

____

2. Circle one of the jobs you listed in question #1. Will you need further education or training in order to get this job? If the answer is yes, tell how you plan to get this training.

____

____

____

3. When do you think you will look for this job or one like it?

____

____

____

4. How do you plan to go about getting this job?

____

____

____

UNIT X: THE STRUCTURED JOB SEARCH

NAME ____ DATE ______________

PROBLEM-SOLVING WORKSHEET

1. Jane has been on the job for three months. Jane likes her job. She has a child who is two years old. It is Monday morning. Jane's babysitter just called to say that she is quitting and cannot babysit today. What should Jane do?

2. Mary has been working at a job for a year. A new co-worker has been smoking pot during lunch. Mary works with this person every day. They are a team. Mary has to do more work on this particular day because her co-worker is high and has been goofing off. What should Mary do?

3. Jack feels his supervisor is always breathing down his back. Jack feels he is doing the best he can and his work is adequate. Jack is getting angry at his supervisor. What should Jack do?

Problem-Solving Worksheet (cont'd)

4. Sandra works in the school kitchen as a kitchen aide. She is known to be snappy to people and yesterday she talked back to a guest. She ordered the guest to place her dishes on the right shelf and asked her if she was blind. The guest was a parent of one of the children at the school. Sandra also argues with her co-workers and sometimes slams the trays down in front of the children when she is angry. What would you do as Sandra's boss? What would you say to Sandra?

____

____

____

____

____

5. Jason is a day care aide. He always takes long breaks and often shows up late for work in the morning. He has also had his friends visit him at work, and has been caught smoking in a non-smoking area of the day care center. You are his boss and have warned him once, but you found him smoking again this morning in the non-smoking area. You have to meet with him in one hour. What will you say?

____

____

____

____

____

UNIT XI: COURSE WRAP-UP

UNIT XI: COURSE WRAP-UP

UNIT GOAL:

The student will complete a post-test and a course evaluation.

ENABLING OBJECTIVES:

1. The student will participate in a review of course material.

2. The student will complete a post-test designed to assess his/her current level of understanding and performance in job-seeking skills.

3. The student will complete a course evaluation.

PREREQUISITES

Completion of Units I-X.

NOTES TO THE TEACHER:

In this unit, students will: review course material, complete a post-test and a course evaluation, receive final progress reports, and be reminded of the follow-up study which may follow the course. The course review is based on the television game "Double Jeopardy."

The post-test is a repeat of the pre-test; thus teachers may compare the two to get an indication of student gains in knowledge as a result of the Job Club intervention.

The course evaluation form provides teachers with feedback on the curriculum content and delivery. Changes to be made in future course offerings should be based in part on the students' responses.

If course participants are to be involved in a follow-up study to determine the effectiveness of the Job Club intervention, they should be reminded of this study on the last day of class.

SUGGESTED TIMELINE:

DAY:	ACTIVITY #'S :	OBJECTIVES COMPLETED:
1	1	1
2	2,3	2,3

UNIT XI: COURSE WRAP-UP

ACTIVITY #1: JEOPARDY: Students will review the Job Club course by participating in a version of the television game show "Double Jeopardy." Completion of this activity satisfies the criteria for enabling objective #1.

Materials: Jeopardy questions and answer sheets
Chalkboard set up in the following way:

25 pts.	10 pts.	5 pts.
1.	1.	1.
2.	2.	2.

(and so on til each column reaches # 15)

Teaching/Learning Procedure:

1. Prior to class, decide on teams of 3-5 students each.

2. Explain the following rules to students, and enjoy playing the game!

    1. Decide on an order of teams. Teams take turns in this order throughout the game.

    2. During a team's turn, team members select a point value and a question number and may answer or "pass" on the given question.
        - -teams are awarded designated point values for correct answers
        - -if a team chooses to pass or if an answer is incorrect, the next team in line is given the opportunity to answer or pass on the same question
        - -the teacher or scorekeeper should erase the number of the question chosen by the team so that it will not be repeated.

    3. Teams must collaborate on answers. Answers will not be accepted until it is apparent that team members have discussed the answer.

    4. Questions in bold face are "double jeopardy" questions. Teams answering these questions correctly will be awarded twice the designated point value. Do not tell students beforehand which are the double jeopardy questions!

    5. Other teams must remain quiet while the responding team is discussing and/or giving its answer to a question.

    6. The team with the most points at the end of a pre-determined length of time, or after all questions have been answered, wins the game.

JEOPARDY

25 POINT QUESTIONS

1. Name 3 questions you could ask an employer during an interview.

2. What does it mean when you see a box titled "Special Purpose Questions" on an application form?

3. Define the term "call-back date."

4. Describe at least 3 personal qualities that an interviewer looks for in the person he/she is interviewing.

5. What is "worker's compensation"?

6. What are 2 possible disadvantages of using family members or friends as references when you apply to a company where your friends or relatives work?

7. TRUE OR FALSE: About 50% of all job seekers use the classified ads when applying for jobs.

8. List at least 3 ways in which you can access the hidden job market.

9. What does it mean when you see a box marked "Office Use Only" on an application form?

10. Name the 5 basic parts of a business letter.

11. Name 3 job "benefits."

12. What does it mean when you see "Number of Hours Completed" on an application form?

13. Name 3 reasons why people work, other than the desire to earn money.

14. Name 2 of the benefits of going to a job interview even if you don't end up getting the job?

15. What are the two most effective methods for finding jobs?

UNIT XI: COURSE WRAP-UP

JEOPARDY

10 POINT QUESTIONS

1. Name 4 sources of job leads.

2. Name 3 things you should bring with you to an interview.

3. Name 3 ways that a mini-resume may be used.

4. TRUE OR FALSE: More people find jobs through state employment agencies than through classified ads.

5. Give 3 examples of appropriate closings to be used in a business letter.

6. Describe at least 3 people who would be good to use as references on a resume or job application.

7. Define the term "bondable."

8. Define the term "dependents."

9. What does the abbreviation "wpm" stand for?

10. Describe at least 2 situations when you would write a business letter during a job search.

11. If an application form asks you if you have been convicted of a crime and you have a number of traffic violations, what should you write?

12. What kinds of body language show your interest in the job at an interview?

13. Name 2 ways in which you would use a resume during a job search.

14. What is a private employment agency?

15. Read this abbreviated sentence from the classified ads: "pref. H.S. grad."

UNIT XI: COURSE WRAP-UP

JEOPARDY

5 POINT QUESTIONS

1. Define the term "job leads."

2. Which job lead source is more likely to help you find a job: an employment agency or a family member?

3. What is the difference between the "hidden job market" and the "visible job market"?

4. What does the abbreviation "p.t." stand for in the classified ads?

5. TRUE OR FALSE: The functional resume emphasizes the dates when you held jobs, while the chronological resume emphasizes the skills that you have.

6. How can a data book help you in filling out an application form?

7. TRUE OR FALSE: If you think the answer to a question on an application form will hurt your chances of getting an interview, you should leave the question blank and be prepared to talk about it later.

8. TRUE OR FALSE: A state employment agency always charges you a fee to help you find a job.

9. What is a letter of recommendation?

10. How would you dress for an interview as a waiter or waitress at a fancy restaurant?

11. Why is it important to give a firm handshake during an interview?

12. What does the abbreviation "bnfts." stand for in a classified ad?

13. What is a cover letter?

14. Why is it important to know something about the company you are applying to?

15. What does the term "marital status" mean on an application form? How should you answer this question?

JEOPARDY: ANSWER KEY

25 POINT QUESTIONS

1. "What are the exact duties of this position?"
"What are the opportunities for training or advancement?"
"Can you tell me about your company's benefits?" (it is best to wait until the employer has broached the subject of salary and benefits to ask about them)

2. Leave blank unless the employer has checked the box in front of one or more questions

3. A date you arrange with the interviewer to call him or her back about the outcome of the interview

4. reliability, responsibility, dependability, honesty, etc.

5. Money paid to an employee who has been injured on the job

6. the employer may not think highly of your friend or relative; the employer may not take good recommendations seriously, believing that friends and relatives will always say nice things about you; the employer may fear that you may "fool around" or not work well with this person if you are hired

7. true (though only about 14% find jobs through this method)

8. through friends and relatives, the yellow pages, going door-to-door to check in with employers

9. Do not fill in this area; it is for the interviewer's use only

10. return address, inside address, greeting, body, closing

11. paid vacation, paid sick leave, educational benefits, medical and/or dental insurance, etc.

12. people who have not graduated from high school or college should fill in the number of credit hours they completed

13. to make friends, learn new skills, help others, travel. etc.

14. you gain good experience from the interview; the employer may consider you for another job opening later; you may hear of some new job leads

15. applying for jobs yourself (i.e., "walking-in," using yellow pages to call employers, etc), and using you family/friend network

UNIT XI: COURSE WRAP-UP

JEOPARDY: ANSWER KEY

10 POINT QUESTIONS

1. family and friends, yellow pages, classified ads, employment agencies, help-wanted signs, former employers, school, etc.

2. data book, resume, mini-resume, completed application form, paper and pen, etc.

3. attach to application forms, post on bulletin boards, leave with employers, give to references or other people helping out with job search

4. false (employment agencies: 5%; classified ads: 14%)

5. sincerely, sincerely yours, yours truly, truly yours, etc.

6. former employers, teachers, school counselors or coaches, or other adults who are in a position of responsibility

7. an employer is able to take out an insurance policy on you; most people are bonadable unless they have been convicted of a crime

8. people who depend on you for food, shelter, clothing, etc.; children

9. words per minute

10. when you need to respond in writing to a job advertisement, when you are sending out resumes to prospective employers, to thank an interviewer for an interview

11. "none"- traffic violations do not count as crimes

12. good eye contact, good posture, relaxed manner

13. attach to an application form, mail to employers, leave with employers after an interview or when you are out job-hunting

14. an agency in business to help people find jobs; private employment agencies charge a fee to the employer or the client

15. preferred high school graduate

UNIT XI: COURSE WRAP-UP

JEOPARDY: ANSWER KEY

5 POINT QUESTIONS

1. information about jobs or possible job openings

2. family member

3. hidden job market- unadvertised jobs; visible- advertised jobs

4. part-time

5. false

6. contains all the information that you need to fill out the form; the information is accurate, spelled correctly

7. true

8. false

9. letter written for you by a teacher, former employer or other adult in a position of responsibility; talks about your good points as a student and/or worker

10. women: dress or nice skirt and blouse, nice shoes
    men: suit or dress shirt and pants, nice shoes

11. shows confidence, makes you seem more professional, etc.

12. benefits

13. letter that you send out with a resume

14. you sound more knowledgeable at the interview, less likely to ask inappropriate questions, etc.

15. refers to whether or not you are married; you should answer "single," or "married," depending on status

UNIT XI: COURSE WRAP-UP

ACTIVITY #2: **POST-TEST:** Students will complete a post-test designed to assess their current levels of understanding and performance in job-seeking skills. Completion of this activity satisfies the criteria for enabling objective #2.

Materials: post-test

Teaching/Learning Procedure:

1. Describe the purpose of the post-test.

2. Have students take the test. Teachers may decide to give the test orally if reading/writing skills are a problem for the majority of class members.

3. Proceed to activity #2.

UNIT XI: COURSE WRAP-UP

Post-Test: JOB-SEEKING SKILLS

NAME:____________________ DATE:____________________

PART I. (20 points)

Directions: The first part of this test is taken from an application form. Answer the questions just as you would if you were filling out a real application form.

NAME (Last Name First)____________________ Soc. Sec. No.____________________

ADDRESS____________________ Telephone____________________

EDUCATION

School	No. of years attended	Name of School	City	Course	Did you Graduate?
Grammar					
High					
College					
Other					

EXPERIENCE

Name and Address of Company	Date From To	List Your Duties	Starting Salary	Final Salary	Reason for Leaving

II. SENTENCE COMPLETION (20 points)

Directions: Complete each sentence by writing in the correct word from the list below.

1. A person who applies for a job is called an ________________.

2. __________________________ are people who need your support for food, clothing, housing, etc.

3. A _________________________ is a person who will give you a recommendation for a job.

4. If an employer is able to take out an insurance policy on you, you are ________________________________.

5. A person who has been _______________________ has been found guilty of a crime.

6. Jobs which are not advertised are said to be part of the ____.

7. A ___________________________ is a typed index card which shows your skill and abilities.

8. ______________________________ give you information about job openings.

9. A __________________________ should always be mailed along with a resume.

10. A ____________________________________ lists your past jobs and education in the order in which they occurred.

WORD LIST:

applicant
bondable
chronological resume
convicted
cover letter
dependents
hidden job market
job leads
mini-resume
reference

III. MULTIPLE CHOICE (5 points each)

Directions: Circle the answer that you think best answers the question.

1. Which method of looking for a job is most likely to help you find a job?

    a. going to the Job Service
    b. asking friends or family members for help
    c. looking for "help-wanted" signs
    d. reading the want-ads

2. What is a resume?

    a. a letter that someone writes to help you get a job
    b. a description of your education and past work experience
    c. a form you have to fill out before you can get a job
    d. a letter you write to ask about possible jobs

3. If a question on an application form does not apply to you, what should you do?

    a. leave it blank
    b. cross out the question
    c. try to answer it anyway
    d. write N/A

4. If an interviewer asks you "Have you ever done this kind of work before? and you haven't, how should you answer?

    a. lie and say you have done this kind of work before
    b. say "No, I haven't"
    c. explain how other things you've done will help you on this job
    d. change the subject by asking the interviewer a question

IV. SHORT ANSWER QUESTIONS (10 points each)

1. List at least 3 types of places where you see advertisements for jobs.

   1. ______________________________
   2. ______________________________
   3. ______________________________

2. List at least 3 ways you might find out about jobs that are not advertised.

   1. ______________________________
   2. ______________________________
   3. ______________________________

3. Describe the clothes you would wear and your general appearance at an interview for a job as a waiter or waitress.

____

____

____

4. List three of your personal strengths that you could talk about during a job interview.

____

____

____

UNIT XI: COURSE WRAP-UP

ACTIVITY #3: COURSE EVALUATION: Students will complete a course evaluation. Completion of this activity satisfies the criteria for enabling objective #3.

Materials: course evaluations
final progress reports

Teaching/Learning Procedure:

1. Describe the purpose of the evaluation and the rating system used on the evaluation.

2. Have students complete the evaluations. If necessary, read items out lou to students and allow time for them to rate their responses.

3. Hand out final progress reports and explain grading system (see the section on data management for grading procedures).

4. If students are to participate in a follow-up study to determine the effectiveness of the Job Club intervention, remind them of the study and it purpose.

UNIT XI: COURSE WRAP-UP

NAME:_________________________ DATE:_____________________

JOB CLUB
COURSE EVALUATION FORM

Directions: For each statement, circle the number of the comment that shows how you feel about what is being said.

1. I learned a lot of useful information in the Job Club program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

2. I understand more about how to get job leads than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

3. I understand more about how to fill out an application form than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. I understand more about how to write and use a mini-resume than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

5. I understand more about how to use the telephone to contact employers than I did before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

6. I understand more about how to participate in an interview than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

7. I understand more about how to write and use a resume than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. I understand more about how to write business letters during a job search than before I started the program.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

9. My teacher(s) did a good job of running the class.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

10. My teacher(s) seemed concerned that the class learn the Job Club material.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

11. I would like more of this type of training.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

12. The most helpful thing that I learned in the Job Club program was ____

____

13. The least helpful thing I learned in the Job Club program was

____

____

14. How could the Job Club program be improved?

____

____

____

JOB CLUB: FINAL PROGRESS REPORT

STUDENT NAME ______________________________ DATE ________________

SCHOOL NAME ____

1. In-class work:

2. Class participation:

3. Attendance:

4. Final Grade:

COMMENTS:

Teacher Name(s) ____

APPENDIX A

Data Sheet (Individual): Completion of Course Objectives

DATA SHEET: COMPLETION OF COURSE OBJECTIVES

Student Name ______________________ School ______________________

Teacher Name ______________________

Date program started ________ Date program completed ________

UNIT I: INTRODUCTION

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Intake interview			
2	Course outline			
3	Pre-test			

UNIT II: SELF-ASSESSMENT

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Hobbies and interests			
2	Personal strengths			
3	Work values			
4	Skills			
5	Occupational Choices			
Homework:	Information Interview			

UNIT III: DATA BOOKS AND APPLICATION FORMS

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Data Book			
2	Application Form			
3	Application Form Test			

DATA SHEET - page 2 Student Name ______________________

UNIT IV: MINI-RESUMES

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Write mini-resume			
2	Quiz (Define "mini-resume")			

UNIT V: THE RESUME

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Complete resume			
2	Quiz (Define "resume")			

UNIT VI: JOB LEADS

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Family/friends			
2	Yellow pages			
3	Classified ads			
4	Employment agencies			
5	Quiz (List sources)			

UNIT VII: TELEPHONE CONTACTS

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Mock call: job lead			
2	Mock call: interview			
3	Real tel. call			

DATA SHEET - page 3 Student Name ____________________

UNIT VIII: INTERVIEWS

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Quiz: (Interview Preparation)			
2	Greeting			
3	Eye contact			
4	Typical questions			
5	Difficult ques.			
6	Mock interview			

UNIT IX: LETTER WRITING

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Letter of inquiry and cover letter			
2	Thank you letters			
	Quiz: (Letter writing)			

UNIT X: STRUCTURED JOB SEARCH

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	5 leads per week			
2	5 contacts per week			

UNIT XI: COURSE WRAP-UP

Objective Number	Description	Date of Completion	Grade/ Comments	Teacher Initials
1	Course review			
2	Post-test			
3	Course evaluation			

APPENDIX B

Data Sheet (Collective): Completion of Course Objectives

DATA SHEET: COMPLETION OF COURSE OBJECTIVES (Collective)

Teacher Name ________________________ School Name ________________

Date program started __________ Date program completed __________

Record date of completion for each objective. Record grade when appropriate.

UNIT / OBJECTIVE #													
Unit I: Introduction													
1 Intake Interview													
2 Course Outline													
3 Pre-test													
Unit II: Self-Assessment													
1 Hobbies & Interests													
2 Personal Strengths													
3 Work Values													
4 Skills													
5 Occ. Choices													
Homework: Info Interview													
Unit III: Data Books & App. Forms													
1 Data Book													
2 Application Form													
3 App. Form Test													

Unit IV: Mini-Resumes													
1 Write mini-res.													
Quiz: 2 Define mini-res.													
Unit V: The Resume													
1 Complete res.													
Quiz: 2 Define resume													
Unit VI: Job Leads													
1 Family/friends													
2 Yellow pages													
3 Classified ads													
4 Employment Agencies													
Quiz: 5 List sources													
Unit VII: Tel. Contacts													
Mock call: 1 job lead													
Mock call: 2 interview													
3 Real call													

Unit VIII: Interviews													
Quiz: 1 Interview preparation													
2 Greeting													
3 Eye contact													
4 Typical ques.													
5 Difficult ques.													
6 Mock interview													
Unit IX: Letter Writing													
1 Letter of inquiry/ Cover letter													
2 Thank you letters													
Quiz: Letter writing													
Unit X: Structured Job Search													
1 5 leads per week													
2 5 contacts per wk.													
Unit XI: Course Wrap-Up													
1 Course review													
2 Post-test													
3 Course Evaluation													

APPENDIX C

Curriculum Evaluation

CURRICULUM EVALUATION

Teacher Name ______________________ School_________________________

Date program started ________ Date program completed ________

UNIT I: INTRODUCTION		Date begun:			Date completed:
Obj. #	Description	Keep	Omit	Modify	Comments
1	Intake interview				
2	Course outline				
3	Pre-test				

UNIT II: SELF-ASSESSMENT		Date begun:			Date completed:
Obj. #	Description	Keep	Omit	Modify	Comments
1	Interests				
2	Strengths				
3	Values				
4	Skills				
5	Occupational Choices				
Homewk:	Information Interview				

UNIT III: DATA BOOKS/ APP. FORMS			Date begun:		Date comp.:
Obj. #	Description	Keep	Omit	Modify	Comments
1	Data book				
2	Application form				
3	App. form test				

CURRICULUM EVALUATION - page 2

UNIT IV: MINI-RESUMES Date begun: Date completed:

Obj. #	Description	Keep	Omit	Modify	Comments
1	Write mini-resume				
2	Quiz (define mini-resume)				

UNIT V: THE RESUME Date Begun: Date Completed:

Obj. #	Description	Keep	Omit	Modify	Comments
1	Complete resume				
2	Quiz (Define resume)				

UNIT VI: JOB LEADS Date begun: Date completed:

Obj. #	Description	Keep	Omit	Modify	Comments
1	Family/friends				
2	Yellow pages				
3	Classified Ads				
4	Employment Agencies				
5	Quiz (list sources)				

UNIT VII: TELEPHONE CONTACTS Date begun: Date completed:

Obj. #	Description	Keep	Omit	Modify	Comments
1	Mock call: job lead				
2	Mock call: interview				
3	Real call				

CURRICULUM EVALUATION - page 3

UNIT VIII: INTERVIEWS		Date begun:		Date completed:	
Obj. #	Description	Keep	Omit	Modify	Comments
1	Quiz (Interview Preparation)				
2	Greeting				
3	Eye contact				
4	Typical questions				
5	Difficult ques.				
6	Mock interview				

UNIT IX: LETTER WRITING		Date Begun:		Date Completed:	
Obj. #	Description	Keep	Omit	Modify	Comments
1	Letter of inquiry and cover letter				
2	Thank you letter				
	Quiz (letter writing				

UNIT X: STRUCTURED JOB SEARCH		Date Begun:		Date Completed:	
Obj. #	Description	Keep	Omit	Modify	Comments
1	5 leads per week				
2	5 contacts per week				

UNIT XI: COURSE WRAP-UP		Date Begun:		Date Completed:	
Obj. #	Description	Keep	Omit	Modify	Comments
1	Course review				
2	Post-test				
3	Course evaluation				

APPENDIX D

Vermont Employability Competencies

VERMONT EMPLOYABILITY COMPETENCIES

1. Individual has identified personal work related interest areas.

2. Individual has identified personal work related values.

3. Individual has identified 3 personal strengths, 3 vocational or educational skills.

4. Individual has reviewed the qualifications required for a specific occupation and identified how to meet those qualifications she/he does not have,

5. Individual has demonstrated familiarity with the following sources of job information: a) newspaper ads; b) Vermont Job Service; c) school placement services; d) employment agencies, and e) personal contacts.

6. Individual has identified 3 local employers in a chosen occupational field and listed their addresses, phone numbers, and has knowledge of starting wage and hiring information.

7. Individual has prepared a data sheet resume which includes education, interests, work experience and 3 personal references with addresses and phone numbers.

8. Individual has correctly filled out a sample job application.

9. Individual has demonstrated the ability to make a job interview appointment by phone, and has participated in a real or mock job interview and a follow-up evaluation.

10. Individual has demonstrated an understanding of employer expectations regarding attendance, working under supervision, cooperation with others, personal health, hygiene and use of language, initiative, and problem solving techniques.

APPENDIX E

Answer Keys for Tests and Quizzes

ANSWER KEY:

UNIT I: PRE-TEST

PART I. SAMPLE APPLICATION FORM

Answers will vary amongst students. Answers are scored for both correctness and neatness. Use the following procedure to determine a score based on the 20 points allotted to this section of the test:

1. Count up the number of items that the student should have completed. This number will vary depending upon the number of jobs previously held by students, etc. Determine the number of these items which have been completed correctly and record this raw score as a ratio. "Correctness" in this case refers to the content of the answer. Spelling errors are considered in step two. Example:

> Student should have completed 28 items. Of these, one is left blank and two are filled out incorrectly. Student's raw score is written as 25/28.

2. Count up the number of items that the student completed neatly. In order for an item to be counted as "neat," it must be legible and may not contain any spelling errors. Record this raw score as a ratio, as in step 1. Do not score items which the student has left blank.

3. Convert the raw scores obtained in steps 1 and 2 into percentage scores by dividing the first number in the ratio into the second, and then multiplying by 100.

4. Find the average of these two percentage scores. Multiply this score by 20 and divide by 100 to obtain a final score which is based on 20 points. Example:

> Student's raw score from step 1 is 25/28.
> Student's raw score from step 2 is 23/27.
> Percentage score from step 1 is 89%.
> Percentage score from step 2 is 85%.
> Average of perecntage scores is 87%.
> 87% (based on 100 points)= 17 points out of 20.

PART II. SENTENCE COMPLETION

Correct answers:

1. applicant
2. dependents
3. reference
4. bondable
5. convicted
6. hidden job market
7. mini-resume
8. job leads
9. cover letter
10. chronological resume

ANSWER KEY: PRE-TEST

PART II. (cont'd)

Scoring:

Score 2 points for each item answered correctly. Add up the total number of points earned to determine the score for this section.

PART III. MULTIPLE CHOICE

Correct answers:

1. b.
2. b.
3. d.
4. c.

Scoring:

Score 5 points for each item answered correctly. Add up the total number of points earned to determine the score for this section.

PART IV. SHORT ANSWER QUESTIONS

Correct answers:

A number of possible correct responses are listed for each question. In some cases, students may write other answers which the teacher will also consider to be correct.

1. newspaper, Job Service, employment agencies, signs in store windows, bulletin boards

2. through family, friends, teachers, previous employers or other acquaintances; talking in person or on the phone to employers; job-wanted ads

3. Women: dress, skirt and blouse, or nice pants and top

   Men: suit, jacket and tie, or dress pants

   General appearance: neat, clean clothes, not too much perfume or aftershave, not too much jewelry, neat hairstyle, clean fingernails, etc.

4. I'm: reliable, dependable, honest, hard-working, good with people, good with my hands, good with numbers, etc.

Scoring:

Each question is worth 10 points. Partial credit should be given when appropriate. Add up the total number of points earned to determine the score for this section.

ANSWER KEY: PRE-TEST

DETERMINING THE FINAL TEST SCORE

Add up the scores from parts one through four to determine the final test score. Record this score on the collective data sheet, but do not tell students of their score at this time. The post-test is the same as the pre-test; therefore, students should not be shown their scores until both tests have been completed.

ANSWER KEY:

UNIT IV: MINI-RESUME QUIZ

Correct answers: Answers will vary somewhat. The following answers are to be used as guidelines in grading.

1. A mini-resume is a short form of a resume. It contains information such as your name, address, and phone number, as well as your educational and/or work experience. Mini-resumes are usually typed on 3 x 5 index cards.

2. Uses of a mini-resume: attach it to application forms, hand it out to prospective employers, post it on bulletin boards, send it to employers before and after interviews, give it to persons who are acting as references, hand it out to friends and relatives.

Scoring:

Each question is worth 50 points. Partial credit should be given when appropriate.

ANSWER KEY:

UNIT V: RESUME QUIZ

Correct answers: Answers will vary somewhat. The following answers are to be used as guidelines in grading.

1. A resume is a typed description of your past education and experience. It lists information such as your name and address, skills and work experiences, educational background, hobbies and interests, and references. Resumes are usually one or two pages in length.

2. Uses of a resume: attach it to an application form, send it to an employer before and after an interview, send it in response to a help wanted ad, send it to places where you think you might like to work.

Scoring: Each question is worth 50 points. Partial credit should be given when appropriate.

ANSWER KEY:

UNIT VI: JOB LEADS QUIZ

Correct answers: Answers will vary somewhat. The following answers are to be used as guidelines in grading.

1. A job lead is information about a job or a possible job opening. There are many sources of job leads. From these sources, you may find out about jobs that are advertised and/or jobs that are not advertised.

2. Sources of job leads: family, friends and acquaintances, newspapers, the yellow pages, employment agencies, the Job Service, help wanted signs, school placement agencies.

Scoring: Each question is worth 50 points. Partial credit should be given when appropriate.

ANSWER KEY:

UNIT VIII: INTERVIEW PREPARATION QUIZ

Correct answers:

True/ False Questions:

1. true
2. true
3. true
4. true
5. false
6. true
7. false
8. false

Short Answer Question:

Answers will vary depending upon the job that the student selects.

Scoring:

Award 10 points for each correct answer in the true/false section. The short answer question is worth 20 points. Partial credit may be given when appropriate.

ANSWER KEY:

UNIT IX: LETTER-WRITING QUIZ

Correct answers: Answers will vary somewhat. The following answers are to be used as guidelines in grading.

1. A letter of inquiry is usually written when a help wanted ad asks you to respond to the ad in writing.

2. A cover letter is used to introduce a resume. It tells the employer about your interest in a job and provides further information about your skills and experience.

3. It is important because it shows that you are still interested in the position and that you are courteous enough to thank the interviewer for spending time with you. A thank you letter usually makes a good impression on the interviewer, and may sometimes help to get you the job.

Scoring:

Each question is worth 33 points. Partial credit should be given when appropriate.

ANSWER KEY:

UNIT XI: POST-TEST

PART I. SAMPLE APPLICATION FORM

Answers will vary amongst students. Answers are scored for both correctness and neatness. Use the following procedure to determine a score based on the 20 points allotted to this section of the test:

1. Count up number of items that the student should have completed. This number will vary, depending upon the number of jobs previously held by students, etc. Determine the number of these items which have been completed correctly and record this raw score as a ratio. "Correctness" in this case refers to the content of the answer. Spelling errors are considered in step two. Example:

> Student should have completed 28 items. Of these, one is left blank and two are filled out incorrectly. Student's raw score is written as 25/28.

2. Count up the number of items that the student completed neatly. In order for an item to be counted as "neat," it must be legible and may not contain any spelling errors. Record this raw score as a ratio, as in step 1. Do not score items which the student has left blank.

3. Convert the raw scores obtained in steps 1 and 2 into percentage scores by dividing the first number in the ratio into the second, and then multiplying by 100.

4. Find the average of these two percentage scores. Multiply this score by 20 and divide by 100 to obtain a final score which is based on 20 points. Example:

> Student's raw score from step 1 is 25/28.
> Student's raw score from step 2 is 23/27.
> Percentage score from step 1 is 89%.
> Percentage score from step 2 is 85%.
> Average of perecntage scores is 87%.
> 87% (based on 100 points)= 17 points out of 20.

PART II. SENTENCE COMPLETION

Correct answers:

1. applicant
2. dependents
3. reference
4. bondable
5. convicted
6. hidden job market
7. mini-resume
8. job leads
9. cover letter
10. chronological resume

ANSWER KEY: POST-TEST

PART II. (cont'd)

Scoring:

Score 2 points for each item answered correctly. Add up the total number of points earned to determine the score for this section.

PART III. MULTIPLE CHOICE

Correct answers:

1. b.
2. b.
3. d.
4. c.

Scoring:

Score 5 points for each item answered correctly. Add up the total number of points earned to determine the score for this section.

PART IV. SHORT ANSWER QUESTIONS

Correct answers:

A number of possible correct responses are listed for each question. In some cases, students may write other answers which the teacher will also consider to be correct.

1. newspaper, Job Service, employment agencies, signs in store windows, bulletin boards

2. through family, friends, teachers, previous employers or other acquaintances; talking in person or on the phone to employers; job-wanted ads

3. Women: dress, skirt and blouse, or nice pants and top

   Men: suit, jacket and tie, or dress pants

   General appearance: neat, clean clothes, not too much perfume or aftershave, not too much jewelry, neat hairstyle, clean fingernails, etc.

4. I'm: reliable, dependable, honest, hard-working, good with people, good with my hands, good with numbers, etc.

Scoring:

Each question is worth 10 points. Partial credit should be given when appropriate. Add up the total number of points earned to determine the score for this section.

ANSWER KEY: POST-TEST

DETERMINING THE FINAL TEST SCORE

Add up the scores from parts one through four to determine the final test score. Record this score on the collective data sheet, and compare the students' pre and post-test scores.

APPENDIX F

Data Book Originals

IDENTIFICATION

NAME ______________________________

SOCIAL SECURITY NUMBER ______________________________

PRESENT ADDRESS ______________________________

____

TELEPHONE (home) ______________ (other) ______________

HEIGHT ________ ft. ________ in. WEIGHT ____________ lbs.

DATE OF BIRTH (month) __________ (day) __________ (year) ________

PLACE OF BIRTH (city) ______________ (state) ______________

U.S. CITIZEN? ______ VISA (number) ______ (type) ____________

MARITAL STATUS ______________________________

IN CASE OF EMERGENCY, NOTIFY:

NAME ______________________________

RELATIONSHIP ______________________________

HOME ADDRESS ______________________________

WORK ADDRESS ______________________________

WORK PHONE NUMBER ______________________________

PHYSICIAN'S NAME ______________________________

ADDRESS ______________________________

PHONE NUMBER ______________________________

DATE OF MOST RECENT PHYSICAL EXAMINATION ____________________

WORK EXPERIENCE - JOB 1 (List most recent job first)

NAME OF ORGANIZATION______________________________

LOCATION______________________________
(street address) (city) (state) (zip code)

TELEPHONE____________ EMPLOYED FROM________ TO________

EXACT TITLE OF POSITION______________________________

FULL-TIME?_____ PART TIME?_____ NUMBER OF HOURS PER WEEK__________

STARTING SALARY____________ FINAL SALARY____________

SPECIFIC DUTIES IN DETAIL______________________________

MACHINES, TOOLS, EQUIPMENT I USED______________________________

SUPERVISOR'S NAME, TITLE______________________________

REASON FOR LEAVING______________________________

WORK EXPERIENCE - JOB 2

NAME OF ORGANIZATION____

LOCATION____
(street location) (city) (state) (zip code)

TELEPHONE______________________ EMPLOYED FROM________ TO________

EXACT TITLE OF POSITION_____________________________________

FULL-TIME?_____ PART TIME?_____ NUMBER OF HOURS PER WEEK____________

STARTING SALARY_____________________ FINAL SALARY________________

SPECIFIC DUTIES IN DETAIL___________________________________

____

____

____

____

MACHINES, TOOLS, EQUIPMENT I USED___________________________

____

____

____

____

SUPERVISOR'S NAME, TITLE____________________________________

REASON FOR LEAVING____

____

____

WORK EXPERIENCE - JOB 3

NAME OF ORGANIZATION______________________________

LOCATION______________________________
(street location) (city) (state) (zip code)

TELEPHONE________________ EMPLOYED FROM________ TO________

EXACT TITLE OF POSITION________________________

FULL-TIME?_____ PART TIME?_____ NUMBER OF HOURS PER WEEK__________

STARTING SALARY________________ FINAL SALARY________________

SPECIFIC DUTIES IN DETAIL________________________

MACHINES, TOOLS, EQUIPMENT I USED________________________

SUPERVISOR'S NAME, TITLE________________________

REASON FOR LEAVING________________________

VOLUNTEER WORK

NAME OF ORGANIZATION____

LOCATION____
(street location) (city) (state) (zip code)

TELEPHONE____________________________ EMPLOYED FROM_________ TO_________

EXACT TITLE OF POSITION____

NUMBER OF HOURS PER WEEK____

SPECIFIC DUTIES IN DETAIL____

MACHINES, TOOLS, EQUIPMENT I USED____________________________________

EDUCATION AND TRAINING

SCHOOL	SCHOOL NAME AND ADDRESS	FROM MO. YR.	TO MO. YR.	# YRS. ATTENDED	FULL TIME	PART TIME	FIELDS OF STUDY AND SPECIAL COURSES	NUMBER OF HOURS COMPLETED	DIPLOMA OR DEGREE
Elementary (grammar)									
Junior High									
Senior High (9-12)									
Other									

Circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

MILITARY STATUS

REGISTERED WITH THE SELECTIVE SERVICE?____________________

IF YES, LIST CLASSIFICATION____________________

SERVICE NUMBER________________ SERVICE BRANCH________________

ENLISTMENT DATE________________ DISCHARGE DATE________________

JOB TITLE____________________

MAIN DUTY STATION____________________

SPECIFIC DUTIES IN DETAIL____________________

MACHINES, TOOLS, EQUIPMENT I USED____________________

SUPERVISOR'S NAME, TITLE____________________

TRAINING____________________

ANY SERVICE-RELATED DISABILITIES?____________________

IF YES, EXPLAIN____________________

OTHER PERSONAL INFORMATION

POSITION DESIRED____________________________________

SALARY DESIRED____________________________________

DATE AVAILABLE TO START WORK____________________________

HOURS AVAILABLE FOR WORK______________________________

DAYS AVAILABLE FOR WORK_______________________________

DRIVER'S LICENSE (yes)____ (no)____

HOBBIES, INTERESTS, LEISURE ACTIVITIES________________________

____

SPECIAL SKILLS, ABILITIES, EXPERIENCE, TRAINING__________________

____

____

____

____

BONDABLE____

ARRESTED OR IMPRISONED_________________________________

DAYS MISSED BECAUSE OF ILLNESS DURING LAST YEAR__________________

HEALTH____

DISABILITIES OR HANDICAPS_______________________________

COUNSELING OR TREATMENT FOR ALCOHOLISM, DRUG ABUSE OR EMOTIONS PROBLEMS

____

CAR/TRANSPORTATION___________________________________

MISCELLANEOUS DATA___________________________________

____

____

____

REFERENCES

BUSINESS

1. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

2. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

3. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

PERSONAL

1. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

2. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

3. NAME______________________________

ADDRESS______________________________

TELEPHONE______________________________

OCCUPATION______________________________

APPENDIX G

Sources (listed by curriculum unit)

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UNIT I Introduction

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APPENDIX H

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APPENDIX I

Attendance Sheet

ATTENDANCE SHEET

Teacher Name ____________________ School Name __________________________

Date program started ___________ Date program completed _____________
